

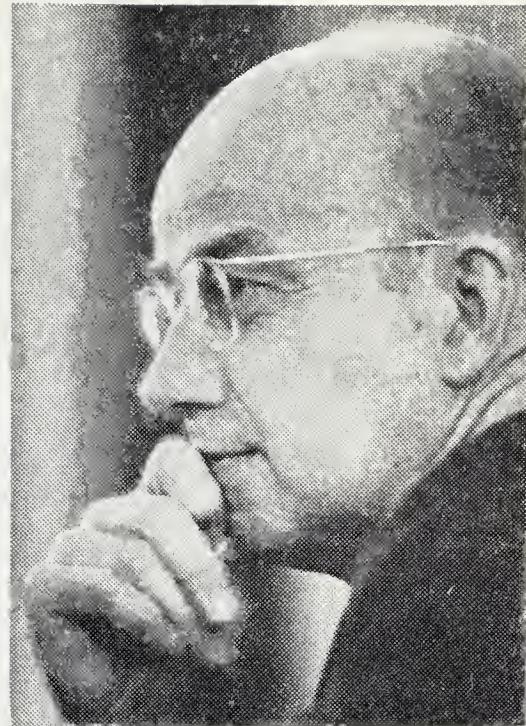
# graduate

Incorporating *University of Toronto Monthly*, est. 1900  
and *Varsity Graduate* est. 1948. VOLUME II NUMBER 2

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Returning to U of T as Executive Vice-President (Non-Academic) in 1967, after an absence of 16 years, Mr. Rankin now presents his first annual report on the financial health of the institution.



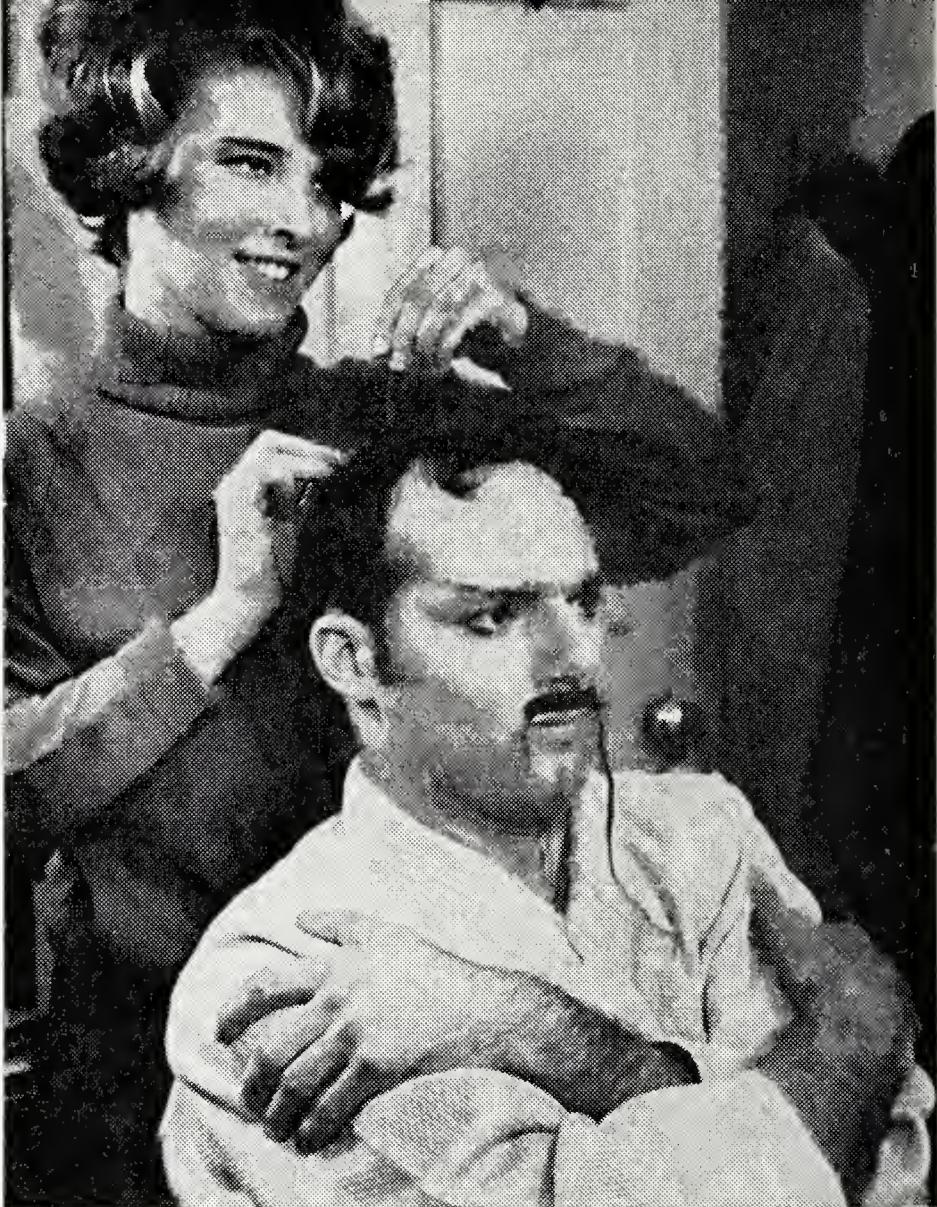
Clark Kerr, former President of University of California and Chairman of the Carnegie Commission on the Future of Higher Education, expresses some intriguing, stimulating ideas in the article beginning on page 11.

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**THE POSTMAN RINGS THRICE** — This is one of hundreds of Canadian periodicals which, beginning April 1, will lose their subsidized 2nd Class postage privileges and move to the realistic and much more expensive 3rd Class category. We trust our readers will approve the solution we've chosen, which is to drop the rather slight Annual Reports issue and absorb its main elements into the Spring, Summer and Christmas magazines. These will be enlarged as needed: the current issue has more pages than the Spring 1968 issue. As current subscribers contracted for four issues annually, their subscriptions will be extended.



Mike Raham is made up for one of his roles in the 1968 edition of *Dentantics* which played to full houses in Hart House Theatre. He was leader of a ferocious karate squad that turned out to be something else.

## *Regarding the Front Cover—*

**I**N FOOTBALL, 1968 was the Year of the Raham. Robert Michael Raham, 22-year-old fullback of Varsity Blues, made a clean sweep of the principal awards:

¶The Hec Crighton Trophy awarded by the Canadian Intercollegiate Athletic Union to "the outstanding Canadian football player";

¶The Omega Award for "the most

valuable player in the Senior Inter-collegiate Football League of the Ontario-Quebec Athletic Association"; ¶The University of Toronto's own Johnny Copp Memorial Trophy awarded to "the member of the senior rugby team adjudged worthiest".

The Crighton Trophy has been monopolized by U of T since it was donated in 1967 in memory of the

football referee whose name was synonymous with the game in Canada, and who died earlier that year. Mike Christopher Eben, the 1967 winner, also took the Omega, highly prized because the winner is chosen by the players in his own conference.

A '68 Victoria graduate in Modern Languages and Literatures, Mike Eben has stayed with football (playing with the Toronto Argonauts) and

with scholarship (going after his Master's in German at U of T). He hopes to become a university teacher.

Mike Raham, now in his last year in Dentistry, has had a serious professional offer, too, but the odds are he will turn it down.

Both Michaels are enthusiastic supporters of the U of T intramural sports program as the photographs below illustrate.



Eben (airborne) and Raham (seated) in intramural games



Dean A. D. Allen, second from left, and Associate Dean Gordon Watson, left, talk to high school teachers at a briefing session on the new curriculum.

## Arts and Science re-forms

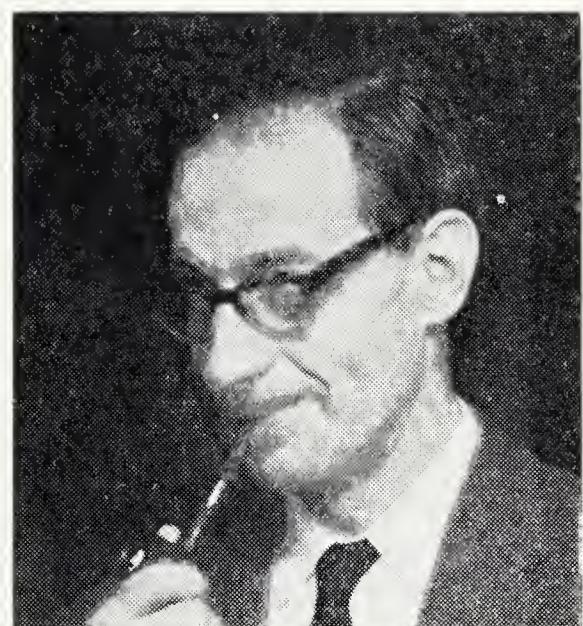
A. D. ALLEN

**I**N THE EARLY SUMMER of 1966 Dr. Claude Bissell appointed a committee to enquire into the state of undergraduate instruction in the Faculty of Arts and Science in this University. Dr. Bissell's far-sighted action at that time anticipated more recent and more familiar student demands for a richer university experience and a greater involvement in the affairs of the University. As a result of that action, we have now completed a complete reform of the first and second year curriculum in Arts and Science, changes which have the approval of the great majority of both staff and students in the Faculty.

The committee appointed by Dr. Bissell came to be known as the Macpherson Committee, named after its

chairman, Professor C. B. Macpherson. After its report was made in October 1967, we immediately embarked on a detailed examination of its recommendations. These discussions began at the departmental and college level. By last summer we began to see which of the recommendations could be adopted and which would have to be modified in the light of the varied requirements of the many disciplines represented in the Faculty.

The general Faculty debate on the proposals for 1969 began early in the present session, has continued throughout the session, and is still continuing. Slowly the final proposals took shape and we began the detailed planning which has resulted in what we have called "a new program" for 1969. We have a long way to go before the process of initial reform is complete.



Professor J. M. Robson, second from right, helps with the briefing. At left is E. M. Davidson, Director of Admissions, and, at right, Associate Dean A. C. H. Hallett.

## to face tomorrow's world



Dean Allen, author of the accompanying article, right, with Assistant Dean W. D. Foulds and Rev. H. V. Mallon, Vice-President and Registrar, St. Michael's.

For example, we still have to work out the programs for the third and fourth years, which will not be implemented until 1970. Even then I foresee a continual process of evaluation and change as we gain experience with our new system.

The most fundamental change we hope to achieve is an improvement in

the total experience that a student goes through in the Faculty of Arts and Science. We are convinced that the Macpherson Committee was right when it criticized the traditional lecture system for being over-concerned with the transmission of facts and with "covering" a defined body of material. In most courses we have

reduced the number of formal lecture and laboratory hours and will demand more individual effort and contribution from the student.

So far as our resources permit, we have encouraged the holding of seminar, tutorial and small group sessions in which there can be something approaching a real interchange of ideas between the instructor and the student. We hope to reduce the emphasis on final examinations as a means of evaluating the student's progress. We have seen, during this year particularly, that students have much to contribute to the general discussions of the whole nature of the undergraduate

program and we believe that, given the right environment, this co-operative effort in the whole process of education also has its place in the lecture theatre and the laboratory.

A basic premise of our new program is that each student should be free to determine his own program each year by choosing from among those courses offered for which he is adequately prepared. To make this choice a real one we have eliminated the categories that previously contained our students. We shall no longer have the Honour Course programs nor will we have the General Arts or General Science programs. Instead, a student entering

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first year will choose five individual courses from those offered to students in first year programs, being restricted only by any pre-requisites or, in rare cases, co-requisites that may exist for a particular course. The word "course" is now used exclusively to indicate an individual course, as, for example, Chemistry 120 or English 200.

If the incoming student next year wishes, he may choose his five courses in such a way that he duplicates

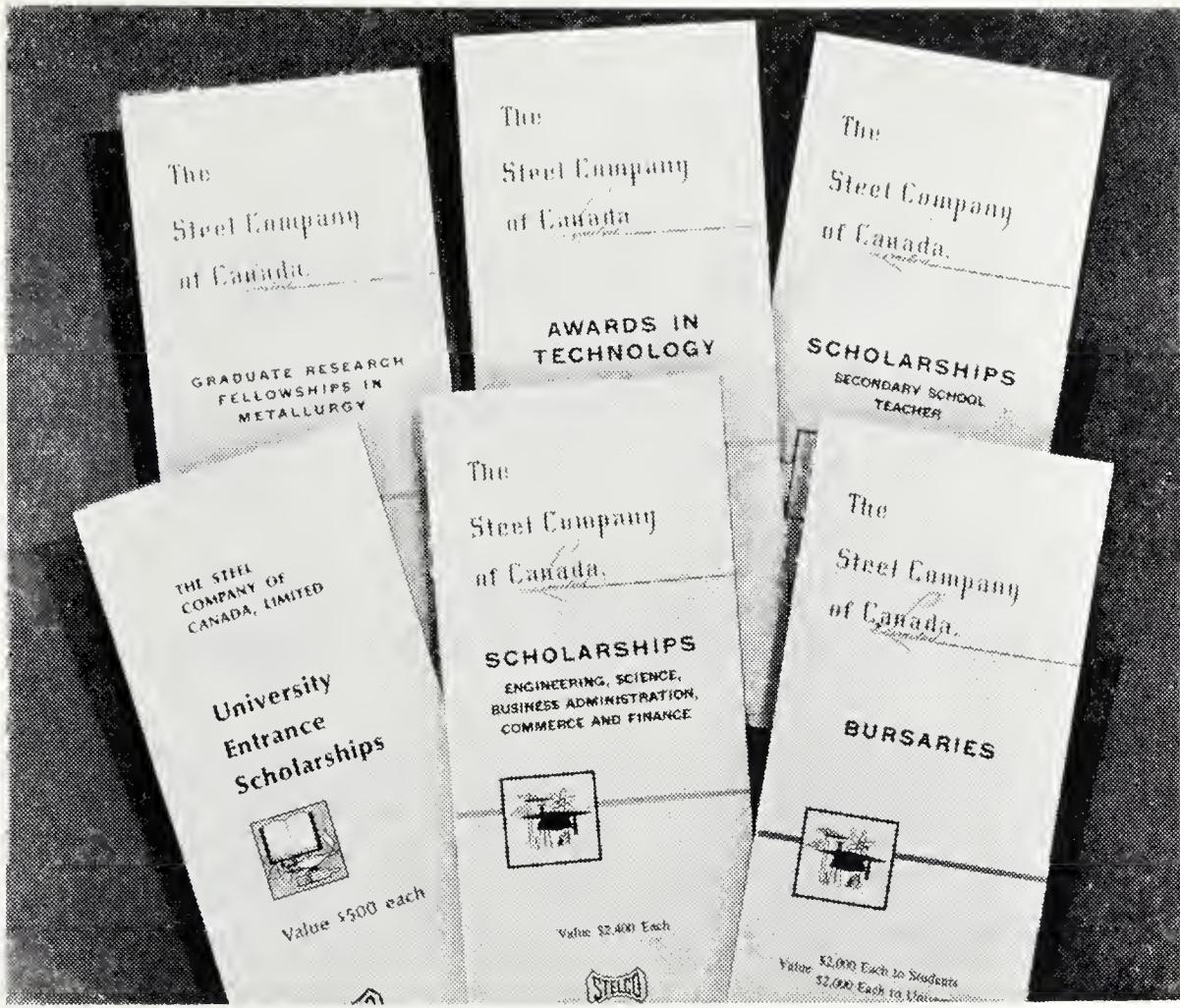
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exactly the equivalent of one of the old Honour Course first year programs. Alternatively, he may choose five courses that bear no relation to any first year program we now provide.

We have grown accustomed to equating specialization with a discipline or closely related group of disciplines. Mathematics and physics, philosophy, history, modern languages and literature are hallowed and respected examples of areas of specialization served well by our old and existing Honour Courses. These will continue to attract large numbers of students who will find that they can specialize in such areas to at least the same extent that they can at present and, in some cases, even more intensively than was possible before. The new program recognizes the continued importance of these disciplinary areas, but also makes provision for interdisciplinary areas of specialization that might have particular relevance to both the interests of a student and the needs of society today and tomorrow.

We began this in a small way a few years ago without realizing it, when we created our Latin American Studies Program — a co-operative effort involving Spanish and Portuguese language and literature, anthropology, geography, sociology, political science and economics. This will continue to be possible in the new program, together with similar area studies based on, for example, Canada, the United States, many European

*(Continued on page 108)*



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# graduate

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## To each his own Utopia — if time permits

CLARK KERR, Chairman of the Carnegie Commission on Higher Education, struck a responsive chord at the University in February when he came out strongly for maximum freedom of choice for the individual during university years and afterwards. His visit coincided with the final stage of a U of T three-year study that will radically alter the Faculty of Arts and Science. One of the important changes which received the Senate's final seal of approval February 14 will permit first and second year students to choose any subjects they wish as long as they take five courses. (*See page 4.*)

"We face the restructuring of our total society," Dr. Kerr said. "On the campus and off the campus there should be less attention paid to conformity and more attention to diversification and the creation of many options. Each individual should have a chance to try to find the situation which most nearly conforms to his heart's desire."

"We've been governed by the idea that everything has to be standardized — hours of work, rates of pay, vacation periods," he continued. "Yet not everyone has the same desire for money or for leisure or something else. We may need to redesign jobs to make them more interesting, to give people a sense of responsibility."

"I have come to the conclusion that what is one man's Utopia is another man's hell. We need many alternatives, many mini-Utopias."

Dr. Kerr forecast that both the campus and society will be improved as a result of the concern of the current generation of young people.

"We need to bring the opinions of students into the governance of the campus as we've never done before," he said. And then he added:

"For our campuses to be viable institutions, there must develop within the faculty and within the student body, almost in their totality, a commitment to reason and to persuasion, and a rejection of force."

"Force on a campus is going to be brought under control either by the campus itself or by the external police. It is far better for the campus to handle its own problems — it is one of the few places where reason and persuasion can really be triumphant. Many people already think the use of force is morally wrong, others have discovered it is counter-productive."

The comment came in the second of Dr. Kerr's two public lectures on "Higher Education in the United States and its Discontents". A day or two earlier a state of extreme emergency had been declared at Berkeley, one of the campuses for which he had been responsible when President of the University of California, a post from which he was dismissed in 1967 at the insistence of Governor Ronald Reagan. He was talking about the United States — but his audience could be forgiven for considering the statement in a Toronto context.

The evening before, at the first of his lectures, which were delivered in the Royal Ontario Museum Theatre, Dr. Kerr's address was punctuated by intermittent catcalls and heckling for about 25 minutes and, finally, organized barracking forced him to stop speaking. His last comment before resuming his seat was: "I can only be impressed by the extraordinary efforts that some people have gone to to make me feel as though I had never left home in Berkeley."

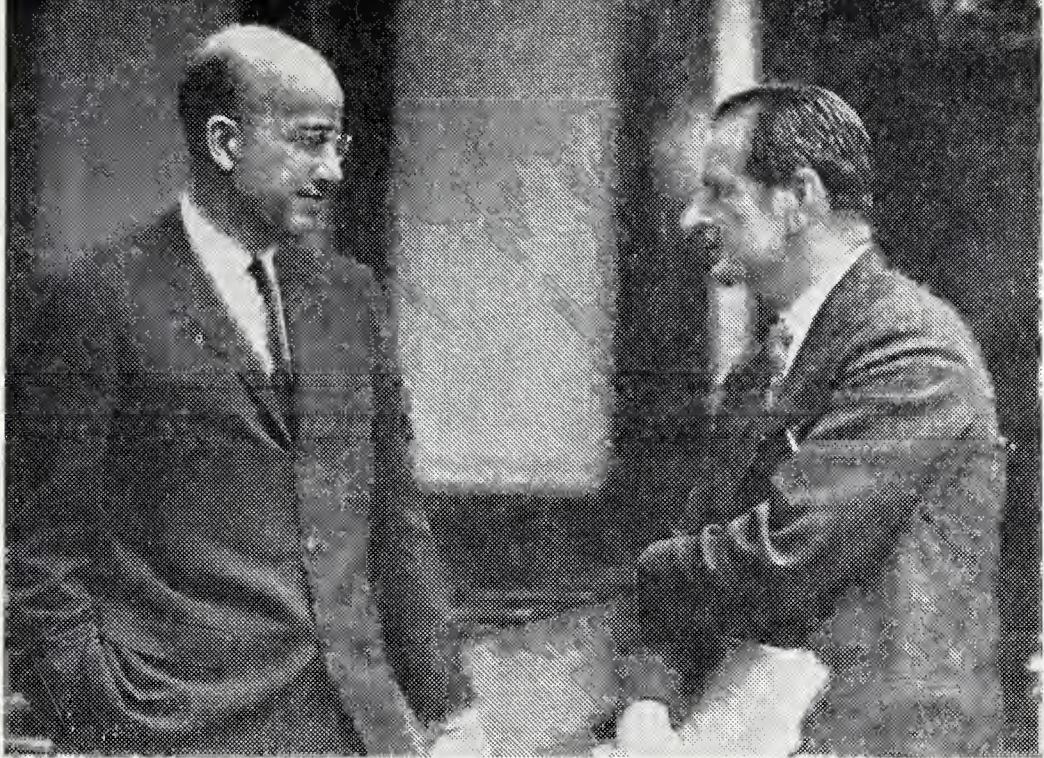
Journalists estimated that about a hundred persons took part in the demonstration. The general uproar

continued for about 20 minutes with those insisting that Dr. Kerr should carry on creating as many decibels of noise as those who wanted him to leave.

Dr. Kerr and President Claude Bissell, who was the chairman, remained on the platform. Both kept their cool. When demonstrators mounted the stage. Dr. Bissell stepped between them and the University's guest. It developed that their interest was in the microphone. A few minutes later he declared in a voice that required no amplification, "These people are the first to appeal to the principle of free speech and the first to deny it to others. We've had enough of fascism this evening." There were cheers from the audience.

A short time later, at the suggestion of an *ad hoc* peace-making committee of three students, the President announced that if Dr. Kerr were given 15 minutes to conclude his address, spokesmen for the demonstrators might have the microphone for another 15. This was accepted. What the demonstrators had to say was summarized on a mimeographed page distributed the following day. Credited to the Toronto Student Movement, a new organization which should not be confused with the Student's Administrative Council — an elected body — the statement read in part:

"Kerr has come to Toronto to pass the strategy of cooptation and manipulation of students to his confere Claude Bissell. We are here to raise the real issue of liberating the uni-



Dr. Clark Kerr, 1969 Visiting Lecturer in American Studies — an annual event under the wing of the Department of History and sponsored by the Associates of the University of Toronto, Inc., New York — chats with the President after taking part in a Centre for Industrial Relations seminar

versity, of wresting it from the hands of the corporate élites who control it, to make it serve the people."

Introducing Dr. Kerr, the President mentioned his reputation for fairness as a labour mediator and his "long, courageous battle against imposition of the loyalty oath in California during the McCarthy era". He quoted a *New York Times* report on how Dr. Kerr had manoeuvred the University of California away from a repressive stance towards free speech and other areas of academic freedom and how he beat back regulations that had prevented noted political figures from speaking on the campus.

"The commission he now heads is the most comprehensive and the most serious attempt in the history of the United States to chart the course of higher education," the President said.

(This appraisal was based on first-hand knowledge: at the time of Dr. Kerr's appointment. Dr. Bissell was Chairman of the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching, New York — the group that chose him for the job.)

Dr. Kerr brought no prepared texts to Toronto with him. The following items were extracted from statements he made in the course of his public addresses and at seminars:

### *There isn't much time*

Any society or any person closing eyes and ears to youth is depriving itself or himself or herself of some very important knowledge. This doesn't mean that youth is always right. But anyone taking the position that youth is always wrong would be making a fatal mistake.

Students generally tend to move in the direction the nation is going, but only more so. This was true about concern over unemployment in the depression, when the United States took an isolationist turn before World War II, and when the threat of fascism led to U.S. involvement. In 1950: the apathetic nation and the apathetic student. In the 1960s: activist political developments in the nation and more so for the students.

The world moves faster. This generation of young people feels the pressure of time. The threat of calamity is more imminent. Awesome power is in the hands of perhaps not always responsible men. I see it in my own children — that there isn't that much time, that the world needs to be made a better world more quickly.

### *The discovery of Canada*

In the United States, in higher education, we have looked upon Canada as a place from which you could recruit high talent any time you wanted it. It was a shock to us to find a great many Americans coming to Canadian universities. I think I first became really concerned and interested in University of Toronto when I discovered that it could win the competition with University of California for some very able faculty personnel.

You [in Canada] have been going through a period of very rapid expansion of higher education, particularly graduate education, far exceeding anything we have in the United States. You have tripled in numbers during

the decade in which we have doubled.

You have had rather more experience with governmental financial support federally and provincially, including public support of what, in the United States at least, would be called "private institutions". You are rather farther along in discussions of the appropriate methods of governance of higher education. You have rather more than we have in our totality associated the faculty in decision-making positions and have done more to bring students into the process than is by and large true as yet in the United States.

### *Science is the winner*

In one decade American higher education has established several hundred new campuses and repeated all the growth of the previous 300 years. From my point of view some campuses have become quite excessive in size. We have a number with 40,000 students or even slightly more. A good many universities might be identified as environments for a number of communities rather than having the sense of being a community.

While doubling numbers we increased resources per student in real terms. A great deal of this went into graduate education. The emphasis upon research and the consultation that tends to go with it has led to some neglect of teaching at the undergraduate level. The emphasis upon science has brought about a feeling of considerable neglect — and properly — by people in the humanities and to

some extent in the social sciences, and great strains on the campus because of the favoured treatment of the scientist.

I think it's fair to say that Boston and California have become the scientific capitals of the world. Our universities and colleges have become quite central to society. The emphasis upon science has also tended to tie the university in a good deal more with what has come to be known as the military-industrial complex.

We've turned out a vast number of highly trained people for the economy of the United States. The U.S. Bureau of the Census estimates that by 1975

there will be three to five million young Americans with college degrees beyond the number that can be absorbed in jobs now generally held by people with college degrees. We face within the next decade the potentiality of a surplus of Ph.D's despite the deficit at the present time.

### *The depths of despair*

In the 10 years during which the U.S. College and university population has gone from 3,000,000 to 6,000,000 we have raised our share of our gross national product from one

*(Continued on page 107)*

## *The Pilgrim Monk*

WILLIAM L. PROSSER

**I**HAVE no very cheerful words to offer, but only the alarmed warning of a worried man. I wish to address myself briefly to a theme of a quotation from St. Benedict, a man about whom I know almost nothing, except that he founded an order of monks which still flourishes. The words I am about to quote are apparently taken from a letter he once wrote to one of the monasteries. They are as follows:

"If any pilgrim monk come from distant parts, if with wish as a guest

to dwell in the monastery, and will be content with the customs which he finds in the place, and do not by his lavishness disturb the monastery, but is simply content with what he finds, he shall be received, for as long a time as he desires. If, indeed he finds fault with anything, or expose it, reasonably, and with the humility of charity, the Abbott shall discuss it prudently, lest perchance God had sent him for this very thing. But, if he have been found gossipy and contumacious in the time of his sojourn

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Professor of Law and Former Dean of the University of California, the author teaches at Hastings College of Law, San Francisco. This article is an extract from a convocation address he delivered at the Osgoode Hall Law School.

as guest, not only ought he not to be joined to the body of the monastery, but also it shall be said to him, honestly, that he must depart. If he does not go, let two stout monks, in the name of God, explain the matter to him."

These are words which any stranger in a strange land, who has been received with such hospitality and honour, would do well to keep in mind. Nothing is further from my mind than to carry any kind of message from my country as to what Canada ought to do about anything. I think you will find my countrymen in foreign lands playing an unaccustomed role nowadays. These are unhappy days for Americans. It is with a feeling of deep humiliation that they go abroad nowadays. They are not used to it, and they do not play the part very well. What I have said represents a small bit of that feeling of shame, so far as it concerns our universities, and the invasion which has taken place from outside.

I want to talk about the pilgrim monk in the American university; and the connection with St. Benedict lies of course in the original ecclesiastical origin of such institutions. Let us look at the pilgrim. If you go to the campus at Berkeley, where I taught law for so many years, you will find him in profusion. In front of Sproul Hall, which was for so long the administration building, there is a plaza, with a fountain, which he has taken over. A typical specimen will have his hair

*(Continued on page 111)*

# *An innovator gets solid*

J. TUZO WILSON

SOMEWHAT more than a year ago I was astonished when the President of the University of Toronto asked me to become Principal of the ninth and youngest college, Erindale. In twenty years at the University I had largely avoided positions of an administrative nature and I was quite happy to continue the pursuit of scientific work. I reflected, however, that if scholars do not take on some of these extra duties universities will inevitably be run by non-academic administrators. While I have the highest regard for business managers I do not think that universities should be run in that way. I accordingly accepted Dr. Claude Bissell's invitation and it seems to me that one should try to innovate in college administration as I have tried to do in science.

In the past universities have been governed by three estates operating separately on three different levels. These are the public and taxpayers as represented by the Board of Governors, the faculty who sit on the Senate, and the students who form the Students' Council. The President has

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This article is an extract from an address given by Dr. Wilson after he had received an honorary degree at Memorial University in Newfoundland.

# *in a brand new situation support from his student body*

usually been the only link between the Board of Governors and the Senate and with the increasing size and complexity of universities the task has become much too big for one man, however able, and the lack of understanding has led to difficulties.

I am very much of the opinion that matters could be helped, as indeed is beginning to happen at many universities, by making the supreme governing body represent all three groups. It seems to me that such a body would

facilitate communication, increase understanding and reduce friction in the university, and that special committees stemming from it composed largely of business men, faculty and students, could continue to handle the work now done by the Board of Governors, the Senate and the Students' Council respectively.

In a new situation it is easy to innovate and at Erindale the students have sat on all committees within the College. Last year — our first — they behaved in such a responsible fashion and made such interesting suggestions that the faculty have voted to greatly increase the student representation this year on all committees. Since college committees are established to deal with business according to existing procedures, we also established a so-called "Principal's Council" which is not an executive body but which can discuss policy and changes that may be required within the College. It is interesting to record that last year the faculty agreed that one-third of the members should be students but at the beginning of this year the same faculty quite happily voted to have a slight majority of students on this council.

There is no doubt that affairs are more easily and more congenially arranged in a small college such as ours



*The lady holds Erindale's Principal in the palm of her hand (see overleaf)*



A student-staff joint operation at Erindale College sent their Principal, Dr. J. Tuzo Wilson, to the studio of Dora de Pedery Hunt to pose for a miniature bust. The work was commissioned by Professor Allan Powell's art committee on which the staff and the students are equally represented.

than in a great university, but it is encouraging to be able to report that our experiment in asking students to participate in affairs of the college has had a most responsible and excellent response which the faculty very much appreciated.

I should emphasize that opening

these opportunities and problems to the students was not a defensive gesture. I think that students should have a say in the way in which they spend three or four valuable years of their lives. After all, members of parliament are now elected in Canada at the age of 22, students are able to travel

abroad by cars and boat, and I think they can make a most useful contribution to university affairs but I do not see how they can make an intelligent one without being invited to join the committees and accept responsibility without seeing the problems at first hand.

Besides asking the students to come to our meetings and make suggestions we have some to propose to them. I suggested to the head of the Students' Council that next year we have a course SOC 10,001. SOC may stand for any of sociology, student-originated course or sock-it-to-them.

The rules proposed for this course are that it should be taken for credit, have a timetable and a room in which to meet, with a budget similar to that provided for other courses; no member of the faculty would be allowed to attend any class unless specifically invited and then only at the particular time invited.

Within one month of the beginning of term those taking the course would be required to produce a curriculum for the year, a plan for spending the budget and the method for marking themselves or otherwise obtaining credit for the course.

When I took this proposal to the head of the students' council, who is after all a sophomore, he replied "Please Dr. Wilson, we are not ready for that yet; really we're very conservative". The offer to try to initiate such a course stands, but I have now modified the suggestion and proposed that a preliminary course, eight weeks

long and not for credit, should be tried with similar rules so that the students can see whether they wish to go ahead with a full course along these lines.

I made this suggestion quite seriously because I believe it is entirely possible that the students, by giving serious consideration to the problem, may come up with new subjects, new methods of teaching or more likely new methods of organizing in better ways materials and techniques that are already available. They will also learn some of the problems which I am learning about the operation of courses and colleges.

A second suggestion is that Erindale should have residences for non-resident students. Architects tell me that in the average college building students are usually given about 5 sq.ft. in a locker room, about 10 sq.ft. as their share of library space and another 10 sq.ft. of common room space. I suggest that we should do away with nearly all of these communal spaces and thereby save 25 sq.ft. per student. By putting four students together they would be able to share about 10 ft. square. Into such a room it is possible to put four desks and four lockers and thereby give each student a headquarters — a home in the college in which to hang his coat and to do his studying. Since it is planned to build the buildings fairly close together and connect them by corridors this scheme seems quite practical and such rooms could be arranged above or close to cafeterias.

If we further consider a building containing 250 such rooms to form a home away from home during the day for a thousand non-residents, we also have the peculiarity that it would be indistinguishable from a building that might have been built to house 250 resident students, for by moving out three of the desks and putting in a bed one would have a room for one resident student instead of four day students. Suppose further that we build more than one of these buildings and we mix the students in them, the residents and the non-residents alike would share similar rooms; the non-residents would thus be merged into the regular college life to a greater extent than is now possible and in the evenings and weekends when the non-residents are away the resident students would have ample space.

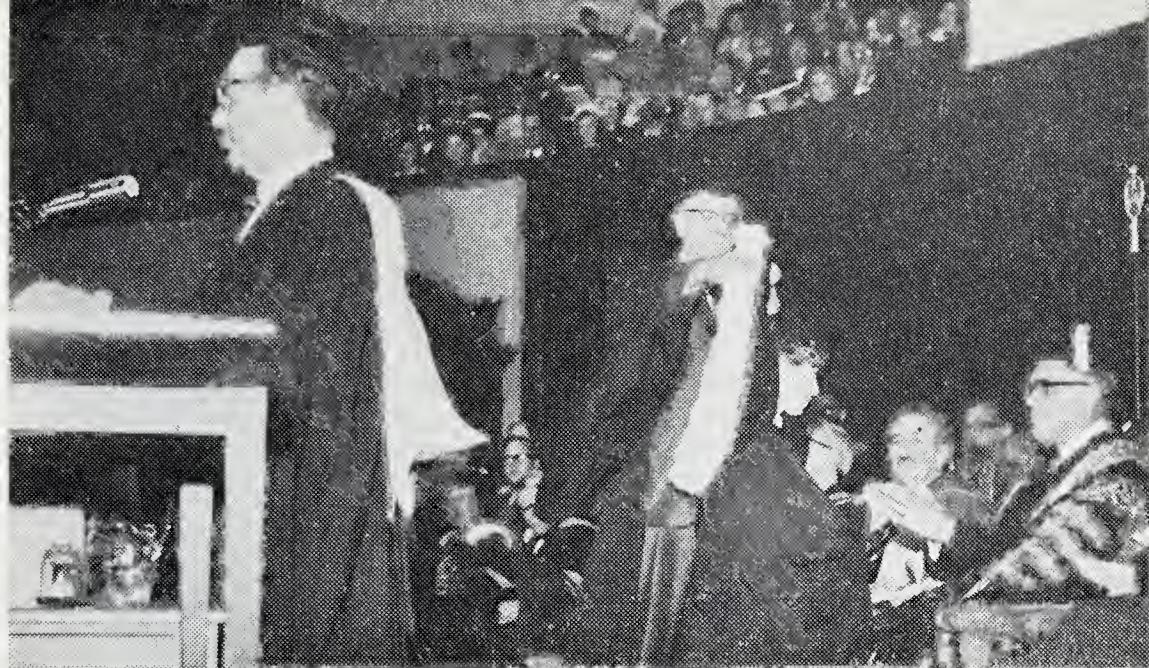
One can imagine further variations such as the possibility of putting two beds and no desks in one room and then giving each of these resident students a desk with three non-residents in a separate room.

A third proposal which has been made is a variation of the work-study plan which has been introduced into 120 colleges and universities in the United States and into several in Canada. The notion which we are thinking of at present is designed to increase the supply of teachers. On leaving school they would be given a summer course in teacher training and would be divided into two parts, one part of which would proceed to col-

lege in the normal way, the other half of which would go to schools and act as assistant teachers, one or two per school. At Christmas these two groups would be interchanged. Then in the spring all the students in both groups would be brought together and given the second half of the first year training so that by September they would have completed their first year's work at college and they also would have worked for four months as assistant teachers in the classrooms where they would have gained both money and experience.

The advantages to the students are obvious. Some schools have already accepted assistant teachers. The advantages to the college and the taxpayer are also evident because the college buildings would be used in the summer and also the same buildings could take a larger number of students because in the winter when the college is crowded only half of the would-be teachers would be at college.

In nature the time of growth of population is usually a happy time and I think we should welcome the fact that colleges and universities are growing very rapidly today, that they are held in high esteem and that they and the students in them are active to the point of being in ferment. I believe that the students and faculty and the interested public alike will find it exciting to take advantage of this growth of activity and discard a few of the things that have become old fashioned and adopt a greater number of innovations.



Miss Karen Anne Aboud, a Bachelor of Arts with Grade A standing, the first Scarborough College graduate to receive a degree, kneels before the Chancellor. She and 56 classmates were presented by the Principal, A. F. W. Plumptre, left.

## *Scarborough, Erindale say the 70s belong to them*

WITH BUILDERS building at the one and planners planning at the other, Erindale and Scarborough Colleges, each 21 miles from the St. George Campus, are making physical and academic arrangements for many more than the 1940 students they now have.

At Erindale, to the west, 450 students watch with growing interest the developing first stage of a complex designed to house 5000 by 1980. This beginning of the Phase I structure is a \$7,000,000 project which will include a four-block laboratory, lecture room and office building, a central power plant, roadways and landscaping.

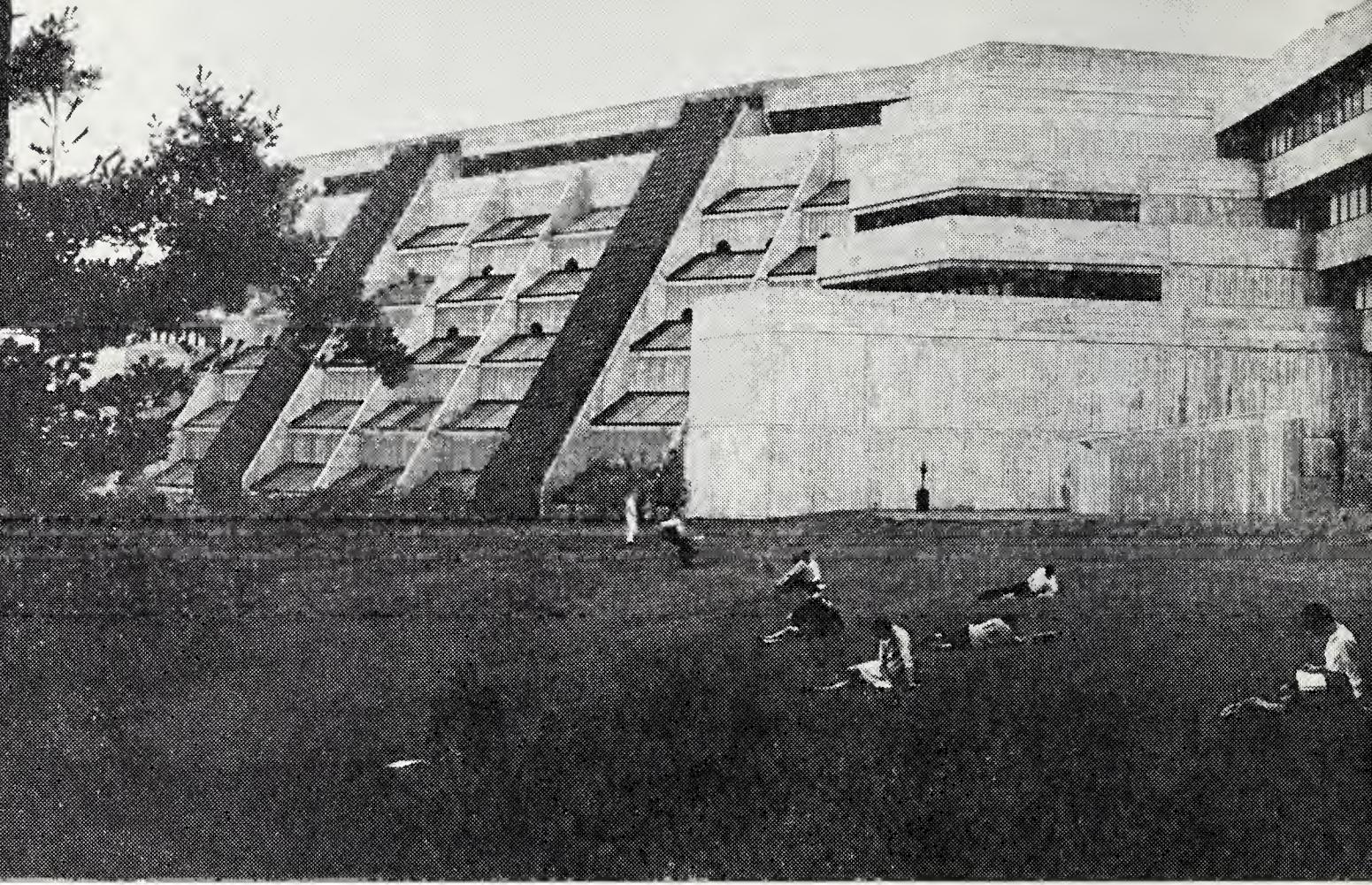
Imaginatively designed by A. D. Margison and Associates Ltd. and

their consulting architect, Raymond Moriyama, it will overlook the Credit River and Dundas highway. Occupancy is scheduled for sometime in 1970.

In the meantime, other arrangements have had to be made for a student body expected to total 940 by September, 1969.

The College now has two preliminary buildings — solidly built, permanent structures which, when their academic purpose has been served, will be put to other uses on the Mississauga Road campus.

The first of these, constructed of steel, concrete and brick on two levels at a cost of \$2,000,000, was opened in the summer of 1967. It accommodated the first full-time undergraduate



class of 150, administrative and teaching staffs, library, book store, cafeteria and common rooms under one roof.

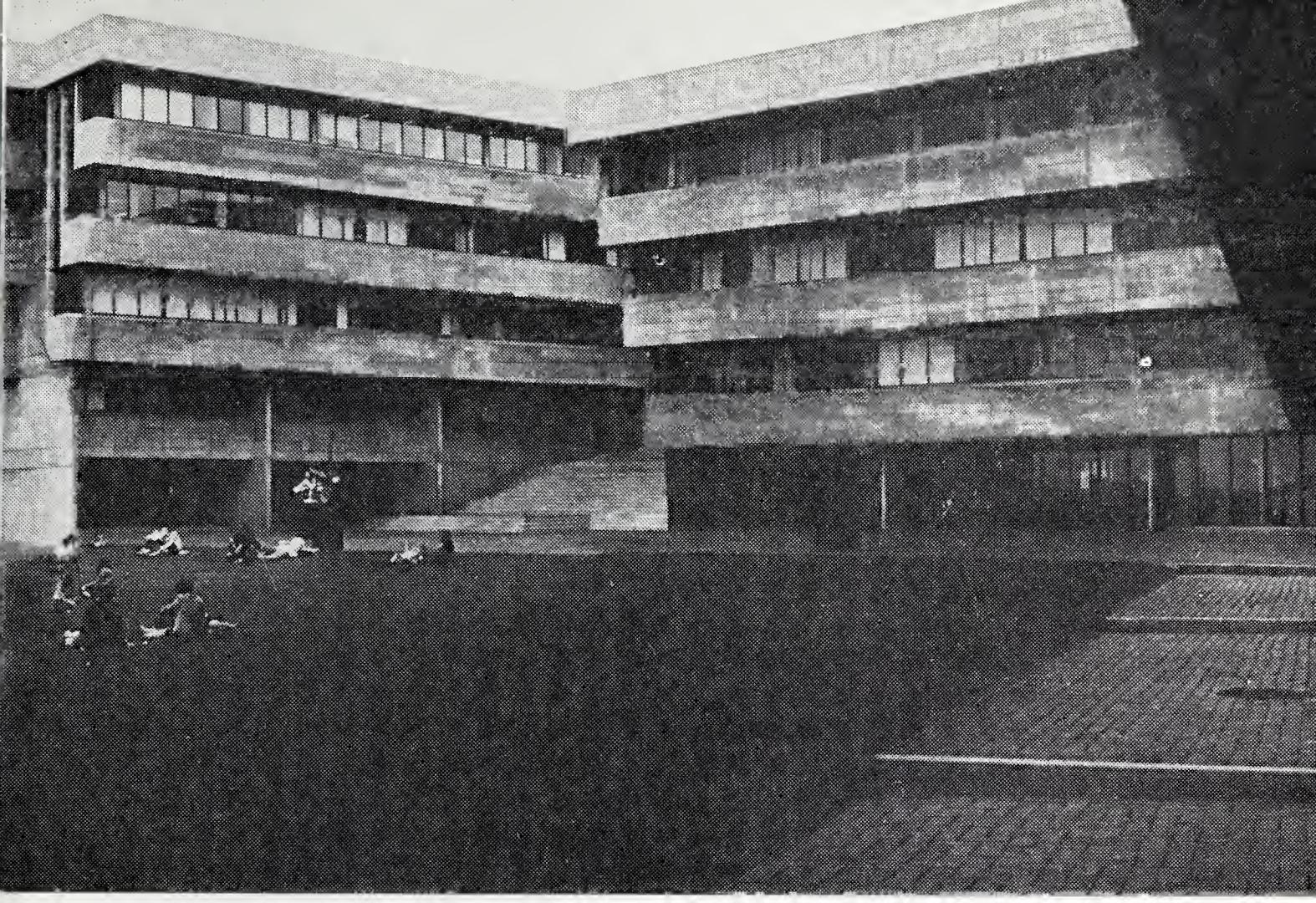
Later a smaller, permanent-preliminary building was added. In it were a laboratory and facilities for men's athletics. Some of the administrative staff moved to a house on Mississauga Road. Another house west of the main building was converted into a recreation and activities centre for students. It has been named Colman Place in honour of Erindale's first dean who is now the Dean at Scarborough College.

When projections indicated enrolment would double between this and next academic year, Principal J. Tuzo Wilson and his colleagues considered three possible courses. Space could be

rented on the Lakeshore Road several miles from Erindale; portables similar to those that may be seen clustered around many elementary and secondary schools could be rented or bought; or there could be more permanent-preliminary construction.

The third course was adopted. Without interrupting work on Phase I, which has a target completion-date of about a year later, a million-dollar extension is being added to the original preliminary building. Pushing eastward into what has been the main parking area, this will ensure the capacity of Erindale to offer a third year in Arts and Science on its own campus.

As new academic buildings come into service, the permanent-prelim-



*Exciting Scarborough College, its back to the north wind, its face to the sun, is four years old, but it remains a magnet for visitors from this and other lands*

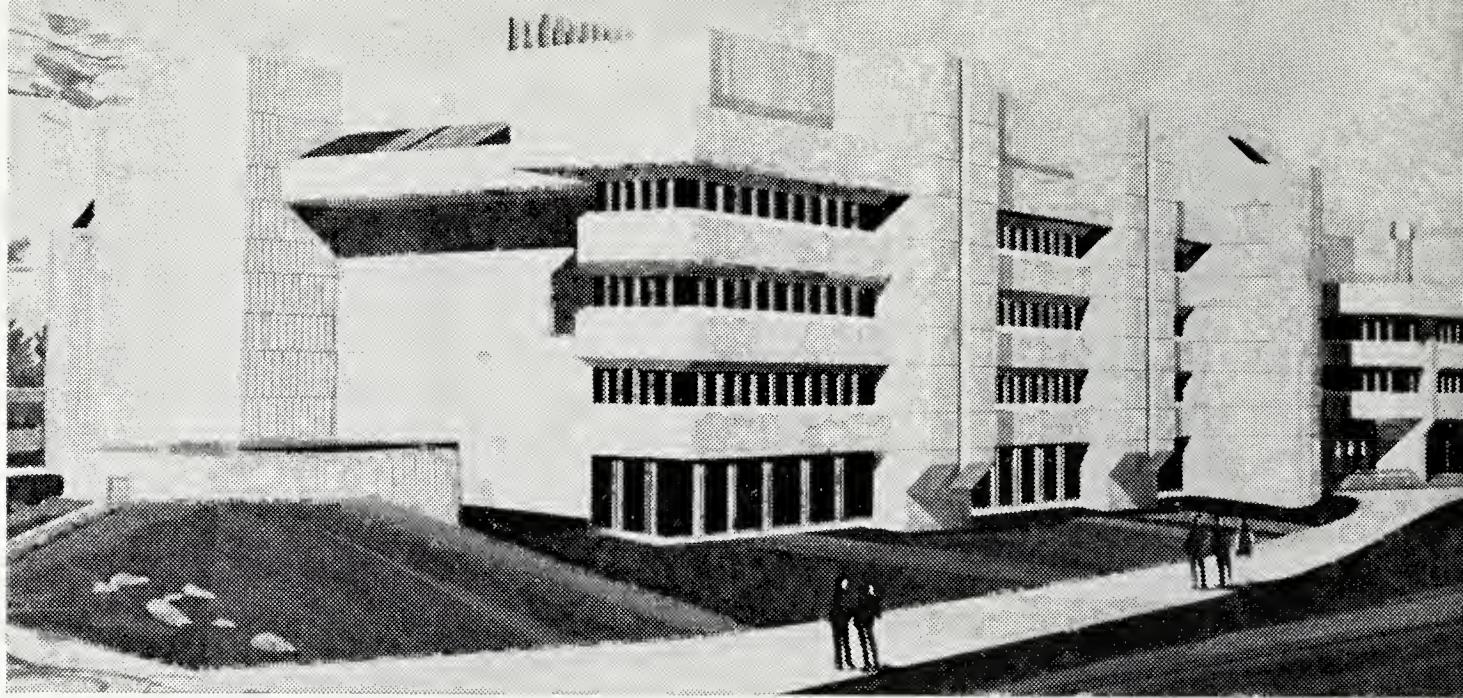
inary structures will be taken over by the physical plant department for administrative offices, garage and storage space.

The concerns of Scarborough College are quite different from those of Erindale, because Scarborough's 1500 students have a building that has attracted the attention of educationists and architects from all over the world. Although there are plans for an almost continuous construction program for the next eight to 10 years, an actual start on Phase II has yet to be made. Minor alterations to the present structure will provide facilities for an additional 200 students.

If all goes well, Phase II will be completed by 1974, by which time there will be a separate library building, additional laboratories, academic and general service areas for 3700 students.

If still other plans are implemented, the College could be ready for 5000 students in 1978.

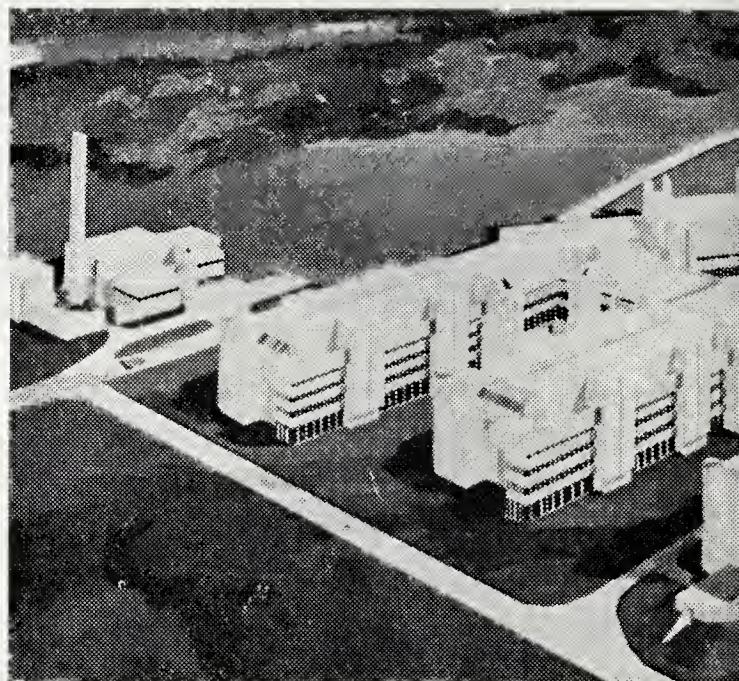
There has been discussion about the need for residential space at both Erindale and Scarborough Colleges. Fewer than 50 per cent of Scarborough students live at home within convenient commuting distance. Lodgings in private houses in the east side of the Borough of Scarborough, where



the college is located, are scarce. Students at Erindale are in much the same position. Pending decisions on residences, it is hoped to ensure that every student has a "home base" for private study in the college building.

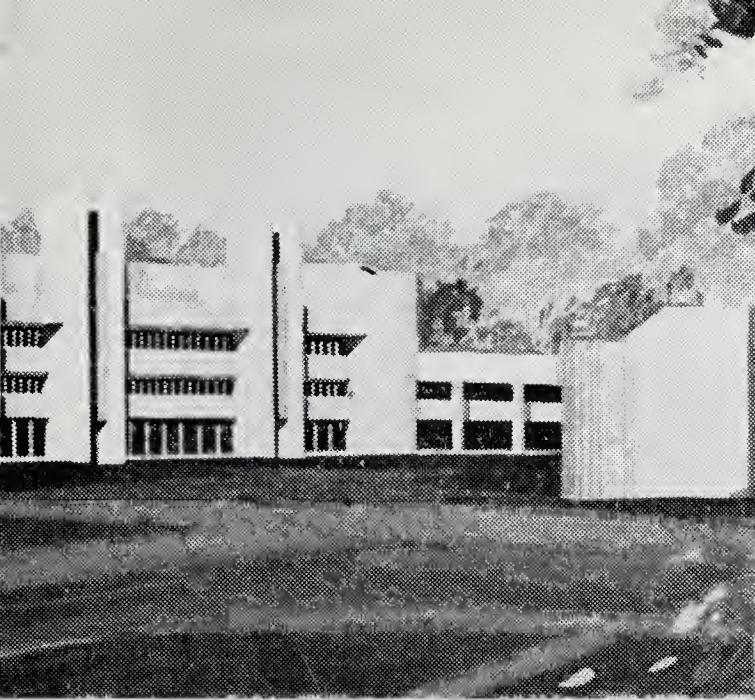
Academic planners at both colleges are working out new and imaginative approaches to learning. Each has tried to develop its own identity within the Faculty of Arts and Science and to exercise all possible initiative in procedures and planning. The result has been the provision of a program in Arts and Science at the colleges in keeping with the reforms adopted by the Faculty for the St. George Campus (*see page 4 of this issue*). The new program will be launched in the first and second years next September and will be extended to third year classes at Scarborough and Erindale in the 1970-71 academic year.

"Our most important criterion", said the authors of one Erindale College report, "is that the program . . . will add a new dimension to the Univer-



sity's offerings. We feel that we are in a special position, together with Scarborough College, to achieve this because of our peculiar opportunities for experiment and disciplinary collaboration."

Research facilities at Erindale have been planned in terms of systems that cut across the usual disciplinary boundaries. There are great possibilities, the teachers and researchers feel, in interaction between anthropologists



Work is well started on Phase I of Erindale College (*left*), an academic building that is expected to be completed in about 18 months. The architect's idea of how the College might look when it has an enrolment of 5000 ten or eleven years from now is illustrated *below*. Circumstances will dictate whether this plan will be implemented, step by step, or whether it will be altered as the years go by. So far, positive approval has been given only for the central utilities plant (extreme left below) and for the first of three proposed teaching-research blocks in line with it, the one farthest from the smokestack.



and physicists, organic chemists and molecular biologists, and a truly interdisciplinary group of ecologists.

There are exciting possibilities, too, in the interrelation of science policy and public policy. Erindale stands in an area of rapid urbanization, in which the problems of city growth can be studied at first hand. Erindale is a neighbour of Sheridan Research Park, with whose scientists the college scholars have already exchanged

ideas. With the St. George Campus and five other universities within a 50 mile radius, and three others barely 100 miles away, Erindale can envision itself as an eventual prime location for inter-university research facilities.

One special research building has been erected on the Erindale campus for the making of sensitive magnetic and electrical measurements. One of its principal users will be Professor

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**THE PHOTOGRAPHER** for "Family Album" (*opposite*) was Robert Lansdale. All photographs assigned for this issue of the *Graduate* were taken by Mr. Lansdale except the Front Cover, the McLuhan picture on page 31 and the airviews on pages 51 and 71. His telephone number is 621-8788.

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David Strangway, who has been commissioned by the American National Aeronautics and Space Administration to measure the magnetic properties of samples of rock which astronauts expect to bring back from the moon.

Life at Scarborough and Erindale is not all steel and stone, formal teaching, and scientific research. Students and staff alike demonstrate unusual vigour in the arts (as distinct from the Arts which are their chief reason for being). Only a few weeks after Scarborough opened, the first of many exhibitions of art in all its varied forms — paintings, prints, sculpture, photography — was put on view.

Exhibits borrowed from Hart House, the Art Gallery of Ontario, private galleries and individual artists have attracted widespread attention. Early last fall a preview of the adventurous sculpture of Sorel Etrog drew visitors from all parts of Metropolitan Toronto and the surrounding suburbs. A start has been made on the acquisition of works of art for a permanent College collection.

Professor Allan Powell is chairman of an active staff-student art committee which arranges for visiting art displays and recommends the purchase of items for an Erindale College collection. The first two acquisitions were Andreas Drenters' iron "Pendulum", which stands at the main entrance to

the college building, and the colourful painting "Wireway 4: Infiltration", by Norman White. Erindale's art committee organized the first college-sponsored art exhibit, a showing of sculpture by Leonhard Oesterle which was sent on a short tour of Ontario art centres.

While their primary concern has been and is the soundness of their teaching and research, Erindale and Scarborough Colleges have made positive links with the communities in which they are located. Scarborough College is a lively centre in the evenings and on week-ends for all kinds of community activities — concerts, recitals, conferences, public meetings. Erindale, too, opens its doors to its neighbours.

As it will have no graduates until 1971, Erindale College, like Scarborough and Innis Colleges before their third year students received degrees, has so-called "instant alumni" — the Associates of Erindale College. The Associates, the chairman of which is the Rev. Sterling Kitchen, are men and women who have an interest in Erindale as a welcome addition to the educational and cultural life of the community. They have taken a lead in developing a positive connection between "gown and town", through which each contributes something of value to the other.

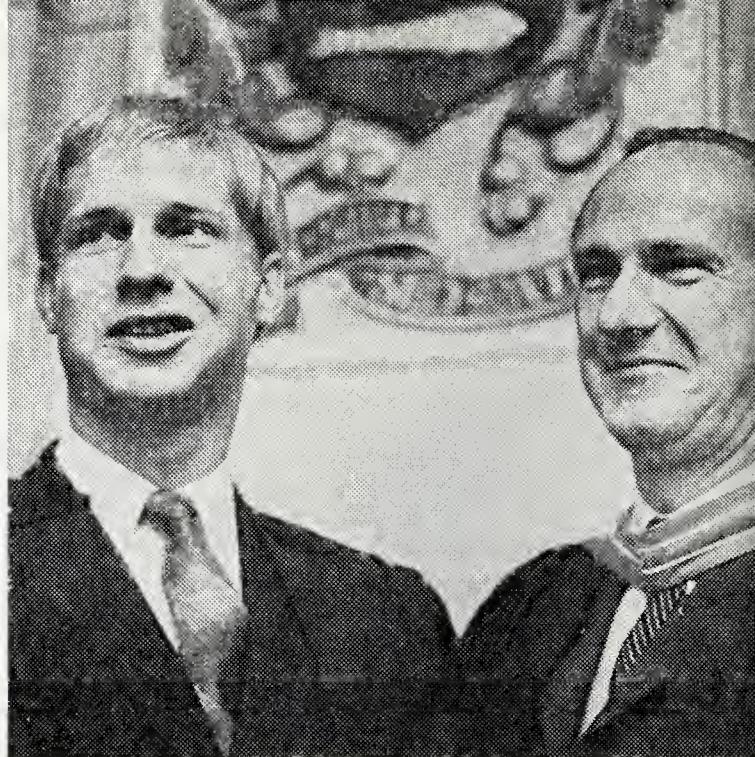
# *Family Album*



On her graduation day, MADELEINE ANN CARSTENS, M.A., crosses the Front Campus with her husband, Professor W. P. Carstens, Department of Anthropology, and their children



VIRGINIA CARELESS, B.A., and her father, Professor Maurice Careless, Department of History.



CHRISTOPHER McNAUGHT, B.A., and his father, Professor Kenneth McNaught, Department of History.



*Left:* KATHLEEN DICKINSON, B.A., and her father, N. S. C. Dickinson, who is Assistant to the President (Ceremonials). *Right:* ANNA WICKENS, B.A., and her father, Professor G. M. Wickens, Department of Islamic Studies.





VINCENT JAMES HUGHES, M.D., and SHEILA KAY MARY HUGHES, M.D., with their parents, Mrs. Philip B. Hughes, LRCPS(1), and Professor Hughes, Department of Mechanical Engineering.

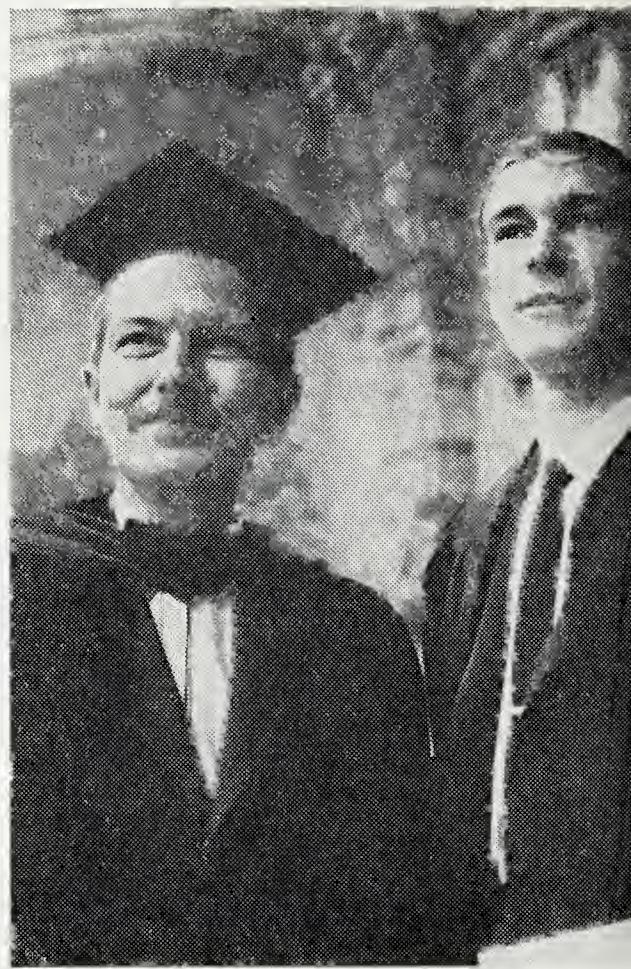


Carrying her flowers and diploma, VIVIAN JUDITH GLASS, B.A., stands between her parents, Mrs. I. I. Glass and Professor I. I. Glass who is engaged in teaching and research at the Institute of Aerospace Studies.



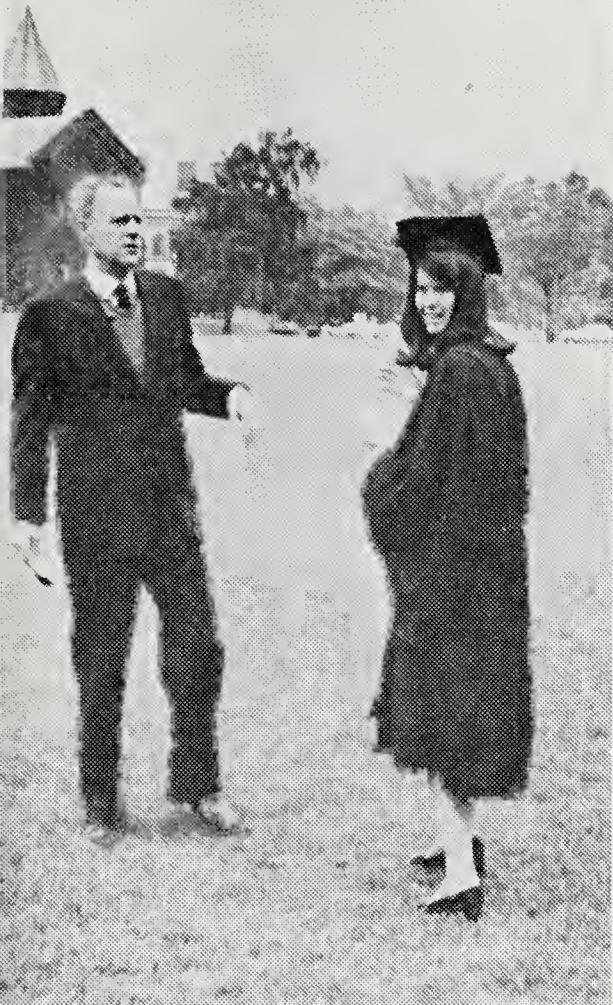
*Above:* BRIAN G. ELLIS, D.D.S., with his wife, Alice, and parents, Dr. Roy G. Ellis, Dean of Dentistry, and Mrs. Ellis.

*Right:* JOHN W. WEVERS, B.A., and father, Dr. J. W. Wevers, Near Eastern Studies.



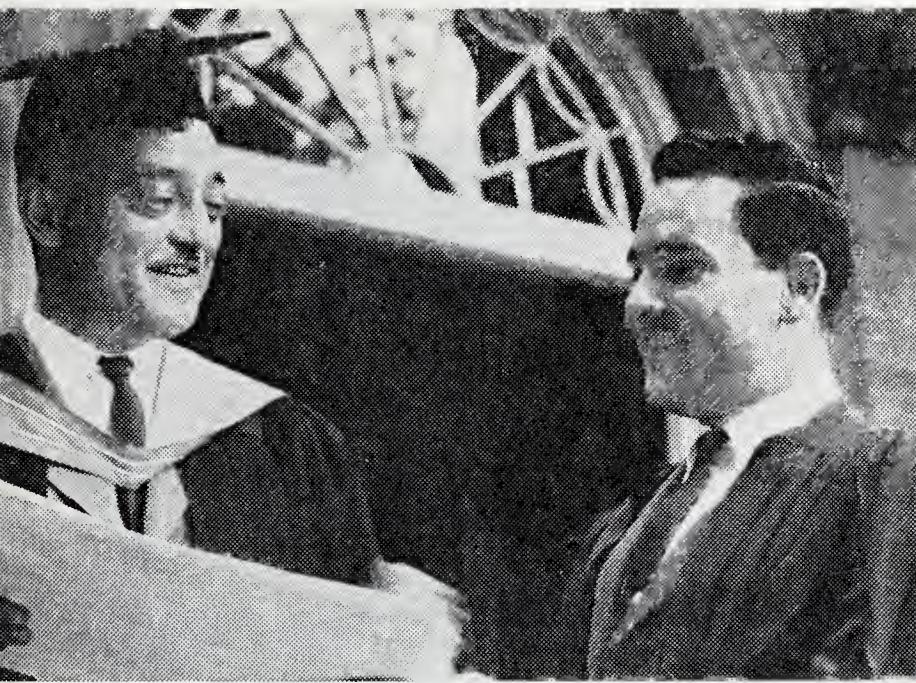
*Above:* WILLIAM RUELL JONES, B.A.Sc., with Mrs. Wm. Jones and his parents, Mrs. L. E. Jones and Professor Jones, Mechanical Engineering.

*Left:* ANN DADSON, B.A., and her father, Dean D. F. Dadson, College of Education.



*Above:* LESLIE NUFFIELD, B.A., with her father, Dr. E. W. Nuffield, of Geology.

*Left:* STEPHANIE McLUHAN, B.A., and her father, Professor Marshall McLuhan, Centre for Culture and Technology.



*Above:* ALEXANDER LeROY, B.A., and his father, Dr. D. J. LeRoy, Department of Chemistry.

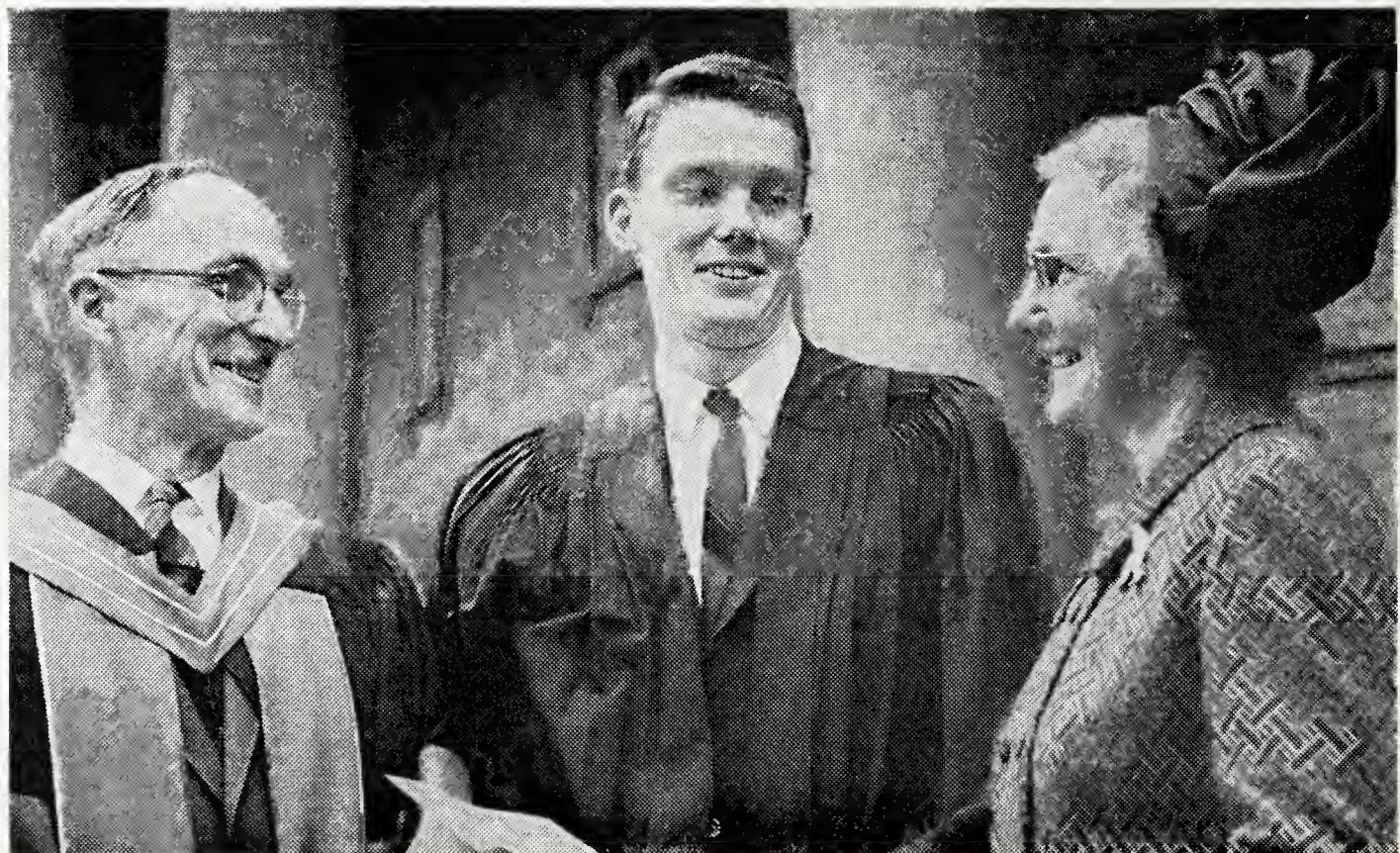
*Right:* CAROLYN STONE, B.A., with Frank R. Stone, the University's Vice-President (Administration), her father.





*Above:* BEVERLEY MATTHEWS, B.A., with his sister, Victoria, and their father, Beverley Matthews, C.B.E., Q.C., a Governor of the University.

*Below:* BRUCE WILLIAM FALLIS, B.Sc., and his parents, Mrs. A. M. Fallis and Professor Fallis of the School of Graduate Studies.



CLAUDE BISSELL

Institutions  
of Higher Education  
in Canada

Some Recent  
Developments

*Quail Roost Seminar, December 1968*

In the absence of President Claude Bissell, whose commitments at University of Toronto interfered with the trip he had planned to North Carolina, his paper for the Quail Roost Seminar on the Relevance of Higher Education: Demand and Response was read by Dr. Kenneth Hare, President of the University of British Columbia.

Representatives of 17 American, British, and Canadian universities and organizations interested in higher education attended the week-long sessions, held in the Quail Roost Center. This is a manor house and cottages on a 40 acre estate near Rougemont, N.C., a gift to the University of North Carolina as a place for quiet discussion and study.

The idea for the seminar came from Professor W. Roy Niblett of the University of London Institute of Education while visiting the United States and Canada last year. He enlisted the support of his Institute, the Ontario Institute for Studies in Education, and Duke University.

As Professor Niblett stated at the opening of the seminar, "We want to ask, more probingly than usual, some questions about the nature and task of universities. . . . Many of the assumptions which inhabit them they owe to history. That is a good reason for spending some of our time on looking at the way in which they have developed."

Canadian participants included Professor Northrop Frye and Professor Edward F. Sheffield, University of Toronto; Dr. Robert W. B. Jackson, Director, O.I.S.E.; and Principal John J. Deutsch of Queen's University.

# Institutions of Higher Education in Canada

## Some Recent Developments

CLAUDE BISSELL

**I**N CANADA, as elsewhere, the last twenty years have been a period of sweeping change in Higher Education, the quantitative change although initially overpowering, dwarfed by the subsequent qualitative changes. In some respects, the historical inheritance facilitated the process; in others, it was a complicating, inhibiting factor. At this time, one can report that the system, both in French and English Canada, has demonstrated powers of response and adaptation, and has gained in overall strength. What is the nature of the Canadian inheritance in Higher Education, and how has it conditioned the events in the last twenty years?

I begin with some positive factors. First of all, the system of Higher Education has had, in Canadian terms, a long evolution. The establishment of institutions of higher learning coincides with the emergence of the

country as a coherent political entity. Laval's roots go back to the original Collège de Québec of 1635, and first English-speaking institution, King's College, Windsor, was founded in 1789 when Nova Scotia was just beginning to emerge as a recognizable society. As the country spread westward, the founding of a university followed hard upon the creation of each new provincial jurisdiction. Professor Robin Harris, the leading Canadian historian of Higher Education, records with evident satisfaction the educational achievement of colonial society at all levels.

“(In England there) were no publicly supported elementary schools until 1870 and no publicly supported secondary schools until 1902. In 1900 there were only four degree-granting universities in England — Oxford, Cambridge, Durham, London. In contrast, an integrated system of publicly supported elementary and secondary schools was provided for in

Ontario by acts of 1846 and 1871 respectively, and in 1867 there were no less than seven degree-granting universities — Toronto, Trinity, Victoria, Queen's, Ottawa, Albert, and Regiopolis. There were parallel developments between 1840 and 1890 in New Brunswick, Nova Scotia, and within the context of a much smaller population in Prince Edward Island. In Newfoundland, which was more directly under English influence than these Canadian provinces, a comparable system of public education was not developed until the 20th century. In the West, systems of public education essentially modelled on those already provided for in Eastern Canada were introduced by legislation within months of the creation of each province. The provincial universities of Manitoba, Saskatchewan, and Alberta are almost as old as the provinces themselves.”\*

As in the United States, the university foundations were the result of a combination of piety and public enterprise. In Canada the piety was, if anything, more intense than in the United States, and more durable. Whereas in the United States the religious associations tended to wither away and to be supplanted by a stern scientific secularism, in Canada, they persisted, although often in an attenuated and non-doctrinal form. One of the incidental by-products of the religious association in Canada was the development of the idea of federation, which was a device for linking the sectarian college with the non-sectarian university. This is the concept

followed at the University of Toronto and with modifications in several other universities in Ontario and in the West. This system enabled the religious sects to preserve their traditions, without denying to their adherents the greater resources of the state supported university. In general the religious colleges concentrated upon the Humanities, and the university on the Physical and Social Sciences. The result was often a structure more related to metaphysics than to principles of organization, but it provided a basis for a durable college system, and made it possible for diverse traditions to flourish within one composite institution. Even when formal religious ties disappeared, there remained a style, an emphasis, a set of values that deeply affected students and influenced the scholarship of teachers. Moreover, the religious colleges were often bolder and more experimental than the university, often less sensitive to popular pressure. They could be both sanctuary and buffer. In Quebec, until “the Quiet Revolution” in this decade, the French-speaking universities were closely integrated with the Church, and the university was often thought of as giving moral and philosophical support to the teachings of the Church. Now the clearest sign of radical change in Quebec is the increasing secularization of education,

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\*Robin Harris, “English Influence on Canadian Education”, *The Canadian Forum*, XLVI (April 1966), 290.

and the full acceptance of the idea of the university as a free institution whose primary responsibility is to society.

A second positive factor is the tradition of unvexed liberalism that has permeated the history of Higher Education in English Canada. The universities have managed to insulate themselves against political interference. There was a dangerous period in the nineties in Ontario when political interference at the University of Toronto helped to precipitate a student strike. But the record has been generally good despite the virtual disappearance in recent years of the private university, and the assumption by the state of almost complete financial responsibility for Higher Education. Even this heavy state responsibility has not yet brought any political machinery, such as the public election of trustees or the detailed examination of university budgets by a legislature. It is bringing, however, coordinating, interposing bodies that are variants on the British Grants Committee. In Ontario, where the system is most advanced, the central body is, I should judge, less intrusive into institutional affairs than the Grants Committee, more closely associated with government policy by reason of a membership drawn partially from government and business.

These have been the principal positive factors that helped to provide a firm base for the rapid developments of the last twenty years. But there have been negative factors as well.

Most serious has been the comparative slowness of the Canadian university system to respond to social changes, in particular to demands for widening of the basis of Higher Education. Canadian universities began with a strong, élitist emphasis. The most influential group in the foundation of universities was the United Empire Loyalists who were liberal and democratic by contrast with the family compacts of colonial Canada, but staunchly tory in a North American context. To them a university was essentially a means of maintaining an orderly and progressive society by preparing a group to give guidance and direction to that society. Later on in the century there were infusions of Scottish educational egalitarianism, and lip service, at least, to the idea that Higher Education should have a wide, popular basis, and should not be restricted to a small, select social group. But this fell far short of the more ebullient and expansive American democracy. In the sixties, the land grant call to arms was not heard north of the border, chiefly, of course, because Canada at that time was still a group of little, self-contained societies in the East, not even daring to dream of its western heritage. The Canadian universities were also unprepared for the expansion in function that came in the United States in the eighties and nineties with the establishment of German-style research graduate schools. Indeed, the Canadian universities were suspicious of this kind of expansion, preferring to

believe with Newman that research was essentially alien to the university spirit. The suspicion of research and its co-partner, graduate work, continued until very recent times. Now that graduate work and research are fully accepted as university responsibilities, and have indeed been given first priority at many universities, we are only beginning to reach that second stage of suspicion when research and graduate work are looked upon as relatives who have moved in and taken over the bar and pantry.

The slowness to respond to social factors was accompanied by an indifference to experimentation. English Canadian universities followed a pattern that admitted of only minor variations from institution to institution. The emphasis was upon education in the Liberal Arts, with a special tenderness for Mathematics, Languages, and moral Philosophy; by the end of the century the larger universities were beginning to accept professional responsibilities although Canadian universities have not shown the alacrity in this area that has been displayed by their American contemporaries. No institution emerged as being markedly experimental. No institution emerged with a dominating national importance, as Harvard did in the United States. By the end of the century, Dalhousie, McGill, Queen's and Toronto were strong institutions that contributed men and ideas to the new institutions in the West. But the Canadian system has not lent itself to the emergence of great peaks

of achievement. A cynic might remark that we prefer a general level of mediocrity to any dizzy fluctuation towards eminence.

The French-Canadian university did not have any substantial influence outside of Quebec. The *Collège Classique*, which formed the undergraduate Faculty of Arts of the universities was a distinctive body — part advanced high school, part junior college, heavily literary and philosophical in its emphasis, with no relevance to the English-Canadian structure. Moreover, until the third decade of the 20th century Laval was the only French-Canadian university, and it was thoroughly occupied in meeting provincial needs.

Canadian universities are provincial. The British North America Act insisted upon full provincial responsibility for education, and this doctrine will, in the present atmosphere of regional and minority self-consciousness, be even more strongly emphasized in the future. In varying degrees they depend upon the provincial government for financial support, and with some few exceptions they draw their students from within the provincial boundaries. McGill was the conspicuous exception here, as its English-Canadian base in Montreal was not large and it welcomed students from the United States and from other parts of the Commonwealth. Universities have not been notably successful in working together on a national basis, and in Canada the difficulties for such cooperation are

as great as anywhere in the national world.

The universities of Canada, then, entered the age of change with an inheritance that was both strength and weakness. That age — from 1948 to the present — falls into three broad phases. The period from 1948 to 1955 was a period of gradual awakening when it finally became clear that the extraordinary post-war problems were really the ordinary problems of the future. This was a time of vague stirrings on a provincial and national plane with a good deal of isolated, institutional self-analysis. The period from 1955 to 1961 was the period of the quantitative obsession. It was initiated by a report of Dr. E. F. Sheffield in 1955 that first indicated, in clear irrefutable outline, the nature of the quantitative problem. In brief, a doubling of student population was assured during the next ten years with the likelihood of a continuation of the process for some time on an undiminished scale. (As a matter of fact, the prediction was conservative, and the doubling came within a period of seven years. The second doubling occurred within the subsequent six year period. The total full-time enrolment in 1954–55 was about 68,000. This had doubled by 1961–62 and again by 1967–68. A similar process is expected to take place in the next six years, and by 1977–78 we expect to have more than half a million full-time students.) During this period universities were obsessed with the problem of physical re-

sources; they turned to the federal government, which had begun a per capita subsidy in 1951, for increased support. The need of additional staff stimulated graduate studies; graduate enrolment rose from just over 3,000 in 1951–52 to more than 17,000 in 1965–66 — from 5% of total enrolment to over 8%.

The period from 1961 to the present is the period of self-analysis. The dominating report of the period was prepared by Sir James Duff, formerly Vice-Chancellor of the University of Durham, and Professor Robert Berdahl of San Francisco State College, a typical Canadian blending of British and American, of age and youth. It examined University Government in Canada, and prescribed a solution of an interrelated two-tiered system, with substantial faculty participation. The report came out in 1966, too early to reflect the "student power" movement. But it stimulated continuing analysis by both staff and students of the university structure, and it turned attention away from the quantitative problem. That problem was not ignored; and its dimensions were charted in a report issued by a Commission under the chairmanship of Professor Vincent Bladen of the University of Toronto. But problems of government, and of the quality of university life became dominant after 1966.

How did the universities respond to the problems raised during each of these periods — to the quantitative, the structural, and the qualitative?

What, in particular, was the force of the historical inheritance?

Canadian universities were not initially prepared for a rapid expansion. Since the turn of the century there had been little variation in the participation rate of attendance at universities, the percentage of young men and women between the ages of 18 and 21, who were in full-time attendance at institutions of higher learning. In 1906 it was between two and three percent; by 1920 it had risen to four percent, and it remained at this level until 1940. In 1954-55 the percentage stood at a little under eight, where the comparable figure in the United States was twenty. At the beginning of the period of change we had little experience in the problem of meeting sudden expansion. Moreover, the rate of expansion was heaviest in the old central areas, Ontario and Quebec, and in the new, rapidly growing areas like British Columbia, which were least well served in terms of numbers of existing institutions. The Maritime Provinces, where there was little population pressure, had a plethora of small institutions that had resisted union or even the imposition of a loose, federated structure. Quebec, Ontario, and British Columbia had the resources, however, to meet the needs. The ultimate responsibility remained provincial; this was emphasized in 1966 by the decision of the federal government to withdraw from direct payments to the universities and to make available to the provinces tax transfers that would cover 50% of the

total operating costs of post-secondary education.

In meeting the quantitative problem, Ontario found the federated inheritance of great assistance. On large campuses like that of the University of Toronto, the college concept was already firmly entrenched, and provided the basis for a structural expansion. The college concept could be used either as a means of expanding the original university, or as a means of creating a new one. Thus York University in Toronto, which will grow to the same size as the University of Toronto, began as a College in the Toronto system and then assumed full university status. A variation on this is the college established some distance from the main campus that remains an integral part of the University, but has its own staff and a freedom to depart from the imperial pattern. A final variation is provided by the college away from the main campus, virtually autonomous but traditionally associated with the parent university, which can quickly transform itself into a university. The University of Waterloo grew out of a College that was associated with the University of Western Ontario, and the University of Guelph grew out of two professional faculties, Agriculture and Veterinary Science, of the University of Toronto. In Manitoba the process of peaceful fission produced the Universities of Brandon and Winnipeg, formerly Colleges of the University of Manitoba.

In British Columbia the federal tra-

dition was not strong, and the increase in students called for the establishment of a new university on a generous scale. In its inception and physical embodiment, Simon Fraser, the new foundation, was the wonder of the university world. A magnificent campus on top of a mountain, it emerged with the beauty and completeness of a happy dream. But it developed tensions, which a bewildering success of populist ideas have not resolved. It illustrates the problems of the instant university.

Despite the expansion of Higher Education in Canada, the gap in participation rates between Canada and the United States remains unchanged. In 1965-66 the participation rate in Canada was 16.5, and in the United States it was 32.3 (45.6 if part-time students are included). In part this reflects the conservatism of Canadians with respect to Higher Education, and a lower level of economic achievement. But it also reflects a general Canadian reluctance to develop the Junior College as a part of the university system. In Ontario the Junior College is called the College of Applied Arts and Technology, and is conceived of as parallel to the early years of university and not as an alternative. In short, most of the students attending these colleges are going there for a specific vocational goal and are not intent upon a B.A.

In Quebec, the other area of major population pressure, the problem of rapid expansion has not been solved so readily. As the result of a major

report restructuring the whole of education, Quebec established two-year institutions after the eleventh grade as an integral stage in the progress toward the university. These institutions were called Collèges d'Enseignement Général et Professionnel, and merged the final stages of the education formally offered in the Collèges Classiques with various vocational institutions. It was anticipated that only about 30% of the students entering these Collèges would aspire to go on to university. As it turned out, almost 70% had such aspirations, at a time, moreover, when university expansion was slow. In the province of Quebec there are six universities, compared to Ontario's sixteen, and three serve the English-speaking minority. Only one new university has been established since the beginning of the period of change—the University of Sherbrooke. The government proposes to proceed with the founding of a multi-campus University of Quebec which will be French-speaking, and which will have its first campus in Montreal; but, in the meantime, the crisis of numbers will remain.

Despite the expansion of the last twenty years, there is serious disquiet in Canada on economic grounds alone. This disquiet was strongly expressed in the second *Annual Review* of the Economic Council of Canada entitled "Toward Sustained and Balanced Economic Growth" which appeared in 1965. In general, the report pointed out that although we were moving closer to the United States in the

percentage of our work force possessing primary education, we were falling behind in the percentage of those who had a high school or university education. The report went on to draw the conclusion that the absence of trained manpower was the principal reason for the comparative sluggishness of the Canadian economy.

The rapid growth in size of universities helped to draw attention to the inadequacies of structure and government of Canadian Universities. They were, in many respects, prepared to look at themselves critically. They had stability as a result of the honourable position they had enjoyed in society from the very beginning; a capacity for self-analysis as a result of their traditional emphasis on the Liberal Arts; and a rigorous sense of academic autonomy, which expressed itself in the English manner through an academic Senate where the voice of the faculty member was dominant. English-Canadian universities have adopted the American tradition of the lay Board of Governors as the legal embodiment of the university. As in the United States, the dominating voice in the Board of Governors was the voice of Business, although it was somewhat less powerful than its American counterpart and entered upon the scene a good deal later. As in the United States, it could be argued that the business Board of Governors represented a liberal advance over ecclesiastical or political domination.

But the stability of Canadian uni-

versities is based upon a readiness to respect fixed roles for each of the estates. Students are at the universities to learn, the staff to teach and occasionally to do research, and the administrators and governors to keep the universities safe, solvent, and of good repute. Over all this was an over-arching distinction: that the academic world was a little unreal, and that the outside world was real and, therefore, the source of direction. Such a system demanded quiescence and an indisposition to question. As soon as questions were raised, the university was suddenly vibrating with tensions, tensions between the estates within and between the university and the outside world. The Duff-Berdahl Report was an attempt to provide a resolution for these tensions; the academic and lay bodies were no longer to be sharply separated, but were to be bound together by a degree of common membership and common concern. But the Report came too early to comprehend the full import of student and staff awakening, and it underestimated the extent to which they had denied the old order. The Duff-Berdahl Report had attempted to reduce or to soften many of the tensions, whereas the mood of the academic community was to eliminate them.

What are the reasons in both English and French Canada for the questioning of the traditional form of university government, a questioning that is more widespread and more radical than it is in the United States?

Here are some likely reasons. The first is of a negative nature. It is doubtful whether the lay Board of Governors in Canada has been as aggressive in the defence and in the development of the university as the Board in the United States. Board members looked upon themselves as public trustees whose principal responsibility was to make sure that public money was frugally spent. From time to time they gave leadership in the raising of private funds, but the record here, and in the area of private benefactions, has lacked both American bravado and achievement. As a consequence, the academic saw the lay Board, not as leader and protector, but as check and censor. A second and positive reason is that the academic, since the Second World War, has become increasingly conscious of how crucial he is in the working out and implementation of vast government schemes of national welfare. This is a phenomenon which is, of course, common in the United States, but it is perhaps even more significant in Canada, where the intellectual life outside of the universities lacks focus and intensity and the academic flourishes both in the cloister and the market place. He thus developed a lively sense of his own self-importance and his own right to determine his own destiny, all of which were expressed with varying degrees of eloquence and vigour in a collection of essays, entitled *A Place of Liberty*, published in 1964. A third reason is more speculative. In Canada the radical, socialist tradition has been

effectively institutionalized in a party, the New Democratic Party, which has held power in one province, has been the official opposition in at least two others, and has been an effective critical force in the federal parliament. The New Democratic Party, which is the successor to the Cooperative Commonwealth Federation, has abandoned many of its doctrinaire ideas on economic nationalization. But it emphasizes the necessity of strong democratic control of our major institutions, and it sees in the universities a surviving example of colonial paternalism. The NDP has drawn ideas and considerable support from the universities, and it sees in a reformed university a powerful ally in its struggle for political power.

The movement toward a more unified, democratically based, and academically oriented university government will have a profound effect on the quality of academic life. Canadian Higher Education, both in English-speaking and French-speaking Canada, has been a blend of the utilitarian and the academic, of the office and the ivory tower. University education was useful, especially in specialized, professional divisions, for preparing men and women for important positions in society. This simple utilitarianism co-existed, however, with a belief in the value of learning for its own sake. The Humanities have never lacked for defenders in Canada. At the University of Toronto Philosophy and Classics constitute two of the largest

departments, surpassed in numbers only by Mediaeval Studies. The coalescence of the business and the academic ethic may seem joltingly paradoxical; but one can find a common basis for the two concepts in an élitist attitude toward Higher Education which prevailed during the 19th century and still flourishes. According to this point of view, Higher Education should be the concern of a specially qualified minority theoretically drawn from all classes, but in actuality largely restricted to the middle and upper-middle classes. From this élite will come those who will dominate business and the professions by reason of their intellectual superiority and superior training.

This prevailing ethos has encouraged a severely traditional academic curriculum. Canada produced no experimental colleges, and, indeed, few genuinely experimental curricula. When, just after the Second World War, American universities were turning out broad studies of general education and exploring the ways by which Higher Education could minister to moral and aesthetic man, Canadian universities confined themselves to rearranging what they had always taught. The business of the university was teaching and research; the refinement of sensibilities and of moral choice belonged to a personal world and to private societies and clubs. This attitude is now being sharply challenged by student leaders, who look upon it as part of the business ethos, and demand that the university

respond to personal problems and desires, eliminate or reduce the difference between teacher and taught, and abandon any serious effort at evaluation. But the dominating voice is still in favour of the university as a place of intellectual discipline, where there is a clear distinction between teacher and taught, and evaluations of achievement are regularly made. Most Canadian academics believe that the adoption of student activist ideas would lead to a nervous mediocrity, a hectic pursuit of vague ideas that might rapidly turn into anti-intellectualism.

The traditional Canadian attitude has many solid virtues. Its real corrective, it seems to me, is to be found not so much in curricular experimentation, as in the intensification of the life outside of the classroom. Here Canadian universities have had a thin tradition: undergraduate journalism has been callow and ready and, recently, laboriously sensational and no artistic or intellectual renaissance, to my knowledge, has taken place on a Canadian university campus.

The emphasis on the utilitarian and academic has not encouraged the Canadian universities to recognize their social role, apart from responsibility for the preparation of professionals. The Western universities inherited some of the ethos of the American land-grant institutions, and, especially through their faculties of Agriculture, brought knowledge to the people. In the Maritimes, St. Francis Xavier University gave remarkable

leadership to Maritime fishermen in the development of the cooperative movement. But these were largely uncontroversial service roles; and the universities believed that the best way to encourage critical assessments of society was to remain officially aloof. This is the attitude that has come under sharp attack by the student and faculty left: it is an attitude, they contend, that pretends to a lofty disinterestedness but in reality provides a buttress for the establishment. That establishment is the corporate industrial state, which is further seen as a dark accomplice of American imperialism.

Leftist critics have reason to see the universities as supporters of the establishment, but the establishment has not been big business, but rather the intellectual bureaucracy. The universities have, in varying degrees, been close to the Liberal party, which, since the end of the Second World War, has largely dominated the Canadian scene. The party has been concerned with preserving Canada as a national entity, and everything has been subservient to that goal. The leaders of the party have diligently practised the arts of compromise and conciliation; they have sought to contain emotion in a vessel of reason; in short, they have practised the academic virtues. Indeed, all the Liberal Prime Ministers have been academics drawn into politics. Mackenzie King might have followed an academic career at Toronto and Harvard; St. Laurent lectured in Law at Laval;

Pearson taught History at the University of Toronto before he joined External Affairs; and Trudeau, a graduate of Montreal, Harvard, and the Sorbonne, taught at his first alma mater. But the most academic Liberal of all was Vincent Massey, who was a failure in politics, but went on to a brilliant career in the public service, culminating as Canada's first native Governor-General. Massey began his career as a university teacher, and during his last years cherished most of all the post of Visitor at the College he had established and endowed at the University of Toronto. His greatest contribution to Canadian life was his Chairmanship of the Royal Commission on National Development in Arts, Letters, and Sciences (1949–51). The report of the Commission was essentially an attempt to discover and strengthen the basis of Canadian cultural life, now that the influence of the United Kingdom was receding and that of the United States rapidly increasing. The report saw the universities as the great prop of Canadian cultural life, and it did much to recall the universities to a consciousness of national goals. Pearson was, in many respects, a disciple of Massey, and his establishment of the Royal Commission on Bilingualism and Biculturalism will result in an extension of the Massey Report, and a further emphasis on the universities' rôle in binding the country together.

A year ago when I was writing the introduction to a collection of essays and speeches, I concluded with an

attempt to express this relationship between Higher Education and national feeling, perhaps with a touch of centennial exuberance:

“Canadian history has been a search for a focal point for national life, a concept that would give it a role clearly visible within and recognizable without. As early as Lord Durham’s *Report*, it was the idea of Canada as the laboratory of the Empire, evolving ideal political patterns that could be transferred elsewhere. Then as Empire and Commonwealth receded, it was the idea of the sage and sober middle power, a respected umpire in the clash of principalities. But in a world of duopoly, each giant obsessed by his own strength, there is no role for the middle power. Always present, emerging clearly at times of national exuberance, has been the vision of Canada as inexhaustible source of material riches, a vision often illuminated by the technicolor glory of the northern lights. But such a vision has never been entirely satisfying, and, moreover, there has always been the uncomfortable suggestion that full realization lies in a constantly receding future. Equally pervasive and continuous has been the vision of the union of two nations, the final creation of a splendid synthesis. Here surely was the Canadian focal point. And, despite our disappointments and failures, this is the surest intuition. But instead of a union, true blue with a few exotic gallic streaks, we must think of another process, more subtle and demanding: the building of bridges of understanding, the co-operative approach to specific projects, the creation of an *entente* so intricate and tough that no crisis can destroy it. Expo was an example of this, a fusing of talents and ideas of the two cultures in such a

way as to produce a new creation, something that can be imitated but never reproduced. Expo was an exercise in higher education. It points the way to where our resources should be concentrated and our achievements sought. I can think of no surer way of strengthening our national life, of bringing together French and English and extending our influence abroad, than by the systematic support of our universities, and by the creation, both in English-speaking and French-speaking Canada, of several internationally recognized centres of scholarship. In this way the strength of the university will both reflect and enhance the strength of the nation.”\*

This kind of heady nationalism will not, however, provide a basis for the new life of the universities. The movement for the reform of the university will insist upon other qualities. The new spirit will not be satisfied with the blending of the utilitarian and the academic, conducive as this often was to the free play of the mind. I think the chief result of the breakdown in the separation between estates, and the increasing assertiveness of student and faculty, will be the development of a more diverse and more exciting environment for the university—whether this is seen as anti-university, anti-environment, or simply as healthy reaction to the academic establishment. Higher Education in Canada has suffered from complacency, from a not unwarranted sense of efficiency and modest accom-

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\*Claude T. Bissell, *The Strength of the University*, Toronto, University of Toronto Press, 1968, pp. 16–17.

plishment. It has avoided most of the ostentations debilities that have crept into the lower ranges of American Higher Education, although it has rarely come even close to challenging the highest reaches of American Higher Education. It has gained a reputation for producing students with well-developed intellectual muscles and a talent for the higher gymnastics. In short, the finest flowering of Canadian Higher Education has usually been the professor. One of our major exports to the United States has been academic staff. Within Canada, the professor, whether he owns to a Canadian degree or not, quickly becomes

part of the official establishment. This means that the intellectual life of Canada has been dominated by the clerisy, by the ideologists, rather than by the utopians. They reinforce the conservatism of the universities and encourage them to follow traditional ways. This course has now been arrested by the changes that are taking place in Canadian universities, changes that may temporarily throw the universities into confusion and give them a bewildering feeling of having broken sharply with their past, but which will eventually recreate the universities and, to some extent, the society of which they are a part.





Next to the Medical Sciences Building, the University in 1967-68 put its major construction effort into New College Phase II (Wilson Hall, a residence for women), the wing closest to the camera *above*. Some rooms were ready for residents in January this year; by March about a hundred had moved in. By September Wilson Hall will have accommodation for 379 women. Phase I (Wetmore Hall), which opened in 1965, and bounds the curvaceous quad north and east, has 291 men in residence.

## UNIVERSITY OF TORONTO FINANCIAL REPORT, 1967-68

PRESENTATIONS of accounts for a university differ in format from those of a private organization. A university is the recipient of a multitude of gifts, grants and endowments in addition to its general operating revenues. More often than not, such benefactions are made for restrictive purposes, and the University must keep careful track of the funds to see that they are spent as directed by the

donor. These factors lead to the adoption of "fund accounting" and contributes to the length if not the complexity of the financial statements.

To assist readers I offer in capsule form certain statistics and comments on the financial highlights of the year. These summaries and comments relate to the University of Toronto as a whole, inclusive of Scarborough and Erindale Colleges. The formal finan-

cial statements which accompany this review offer more analytical and detailed information.

## Provincial Support

The year 1967-68 was the first under a new system of government support known as "Provincial formula operating grants". In late 1966 the Federal Government abandoned its practice of providing direct financial support for university operating costs in favour of a new pattern of direct fiscal transfer to the provinces. Commencing in 1967 all universities of Ontario received Provincial operating grants under a formula which was devised by the Committee on University Affairs, an advisory committee reporting to the Minister of University Affairs, working in collaboration with the Committee of Presidents of Universities of Ontario.

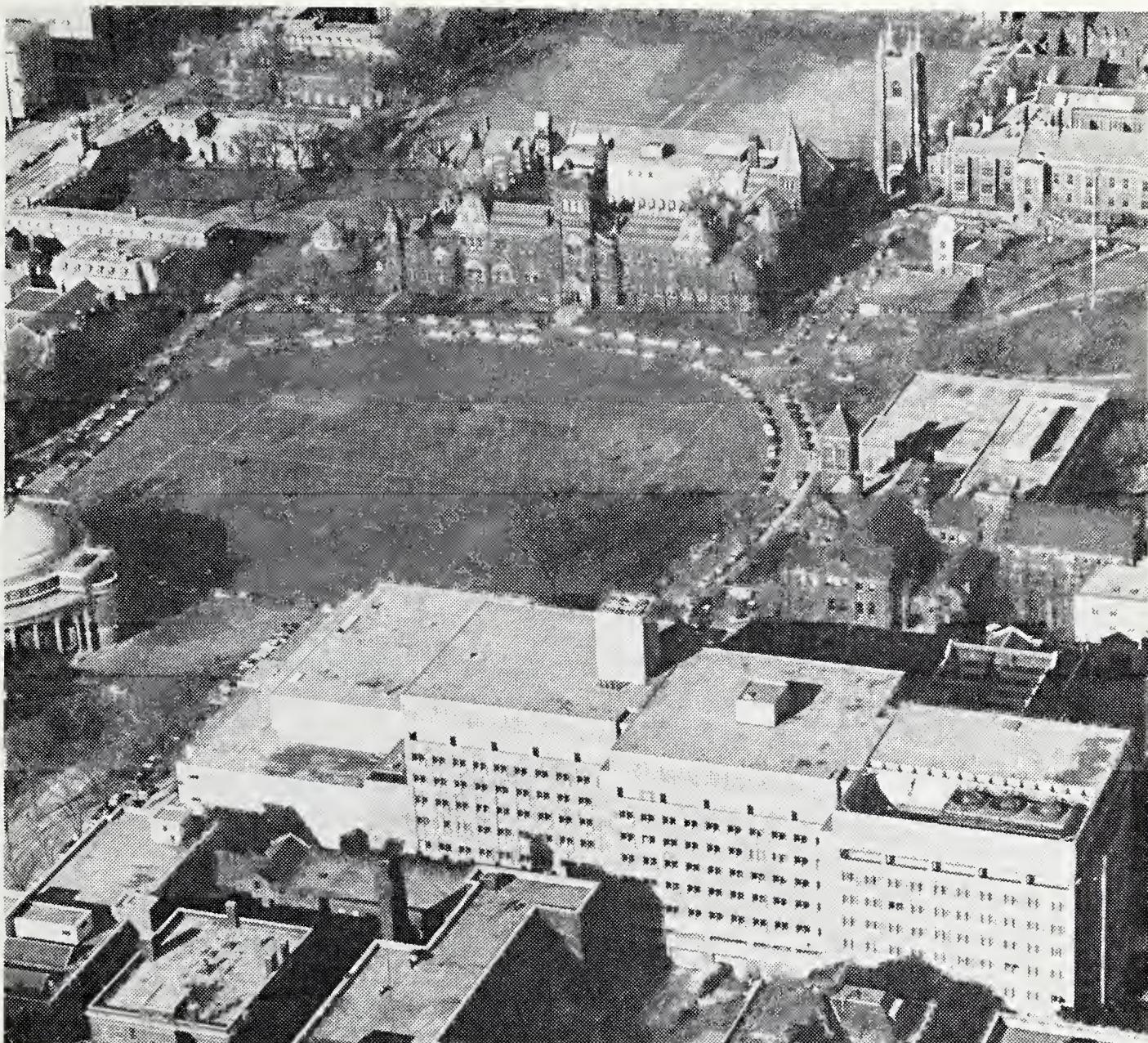
Through the efforts of the joint committees, it proved to be possible to establish a simple formula for determining operating grants on an objective basis as a function of (i) enrolments in various categories, (ii) weighting numbers reflecting average costs, faculty by faculty, and (iii) a dollar multiplier, or unit value, which, once fixed, could determine all grants and expenditures. Formula income was defined to cover all costs of maintenance, book purchases for libraries, and all purchases of equipment (except initial equipping of new buildings) as well as ordinary costs of operation. Most importantly this system, while acknowledging average levels of cost in different parts of a

university, does not, in fact, constrain the apportionment of a university budget to various faculties and departments.

The advantages claimed for the formula system are:

- (1) Resulting grants are demonstrably equitable,
- (2) University autonomy is clearly preserved,
- (3) Government is provided with a means of foreseeing and controlling, on a consistent basis, the general magnitude of university and college grants,
- (4) There is a maximum incentive for the universities to be efficient and to manage their affairs well; any notion that improvement in efficiency would lead to a corresponding reduction in support is offset. Long-range planning of university operations is greatly facilitated,
- (5) Rather than limiting initiative or imposing any "dead head of uniformity" the formula system gives freedom to individual institution to order priorities and take necessary decisions,
- (6) Private donors are assured that gifts for operating purposes are an added resource to the university and not a substitute for public support.

This latter point has frequently been stressed by Dr. Claude Bissell in messages to the Alumni and friends of the University. The annual Varsity Fund giving is not reflected in the financial statements herein, but is the



In 1967-68, the University spent a total of \$31,931,600 on capital projects, slightly more than half of which went into the Medical Sciences Building, *above*. By March of 1969, more than half of this new structure was in service and work was well advanced on the auditorium going up on the site of the old Medical Building.

subject of separate fund accounting and reporting. Varsity Fund income is used for special projects designed for enrichment of University life.

Any formula is subject to shortcomings, and the Provincial operating formula cannot provide for all requirements. Special extra-formula grants are paid to the newer universities and colleges (e.g. Scarborough and Erindale) and for major new faculty developments.

One serious defect in this new Provincial grant formula strikes at the financial stability of our church-related Federated Colleges; Victoria, Trinity and St. Michaels. Long-standing policy in Ontario prevents direct Provincial grants being made to church-related institutions. After careful study and following the withdrawal of federal grants, it proved possible for the Province to substitute special support in line with the level

of federal grants previously enjoyed by the Federated Colleges. However, this fixed level of support is inadequate to finance the rising costs of these colleges which have been an integral part of the University of Toronto for more than half a century. This serious problem is under study by all concerned.

### Enrolment Summary

Because of the nature of the operating grant formula any presentation of income should be related to enrolment. Commencing in the year 1967-68 our operating grant under the provincial formula is arrived at by converting our total enrolment into basic income units (this is done by applying the weight allotted to each type of enrolment, multiplied by the value of the basic income unit (\$1,320 in 1967-68) less standard fees applicable to the University's enrolment.

TABLE I  
UNIVERSITY OF TORONTO

	1966-67	1967-68	Increase
Full-time students			
Undergraduate	15,046	16,279	1,233
Graduate	4,246	5,542	1,296
	19,292	21,821	2,529
Part-time students			
Undergraduate	4,685	4,854	169
Graduate	1,301	1,413	112
	5,986	6,267	281
Grand Total—			
University of Toronto	25,278	28,088	2,810

### TOTAL ENROLMENT FOR ONTARIO UNIVERSITIES

Full-time	62,851	73,805	10,954
Part-time	38,161	46,325	8,164
	101,012	120,130	19,118

Half of the increase in undergraduate enrolment at University of Toronto is accounted for by Scarborough and Erindale. Full-time undergraduate enrolment on St. George is very close to its plateau. Erindale enrolled its initial freshman year of 151 students. Scarborough College, in its third year of existence reached a full-time population of 961, up from a total of 502

in the previous year and 191 in 1965.

The major increase in full-time enrolment came at the level of graduate work, with 30 per cent increase in that area.

The total population on all three campuses made up of 21,821 full-time and 6,267 part-time students, represents an 11.2 per cent increase over the previous year.

TABLE II  
UNIVERSITY OF TORONTO  
Summary of Operating Income and Expenditures (in thousands of dollars)

Income:	1966-67		1967-68	
	\$M	%	\$M	%
Government grants	39,598	63.1	54,899	66.0
Student fees	8,774	14.1	9,799	11.8
Other income	4,228	6.8	5,052	6.2
Assisted research	10,052	16.0	13,310	16.0
	62,652	100.0	83,060	100.0
Expenses:				
Operating	45,630	75.1	59,729	74.3
Assisted Research	10,051	16.5	13,310	16.5
	55,681	91.6	73,039	90.8
Net Operating Income	5,103	8.4	7,372	9.2
Less other expenses including pension and debt funding and major maintenance	5,075	8.3	7,276	9.1
Net Income	\$ 28	0.1	\$ 96	0.1

The above table represents a very condensed version of the operating picture: greater details will be found on Statement 2 of the financial statements.

The substantial increase of 38% in Government grants enabled the Uni-

versity to complete the year with a small surplus of \$96,000. This surplus helped to shrink the accumulated deficit of \$849,000 which developed in the year 1965 and now stands at the reduced figure of \$581,000 as shown on the balance sheet (Statement 1).

## Breakdown of 1967-68 Enrolment

Faculty or Division	Full-time			Part-time			Total Students
	Under- Grad.	Grad.	Total	Under- Grad.	Grad.	Total	
Arts & Science							
St. George Campus—	3,620		3,620	35		35	3,655
Constituent Colleges	4,894		4,894	19		19	4,913
Federated Colleges	179	24	203	3,111		3,111	3,314
Non-collegiate Courses							
Total-St. George	8,693	24	8,717	3,165		3,165	11,882
Scarborough College	961		961	602		602	1,563
Erindale College	151		151	259		259	410
Total-Arts & Science	9,805	24	9,829	4,026		4,026	13,855
Applied Science & Engineering	2,057	6	2,063	8		8	2,071
Architecture	259	4	263				263
Business		64	64		197	197	261
Child Study		16	16		12	12	28
College of Education	173	703	876				876
Dentistry	583	41	624	5	7	12	636
Food Sciences	94		94	7		7	101
Forestry	133	5	138				138
Hygiene		68	68		28	28	96
Law	422		422				422
Library Science		192	192		1	1	193
Medicine	1,276	846	2,122	5	1	6	2,128
Music	266		266	12		12	278
Nursing	399		399	118		118	517
Pharmacy	460		460	12		12	472
Physical & Health Education	352		352				352
Social Work		9	9		8	8	17
University Extension				661		661	661
Ontario Institute for Studies in Education		256	256		651	651	907
Graduate Studies	16,279	2,234	18,513	4,854	905	5,759	24,272
Total	16,279	5,542	21,821	4,854	1,413	6,267	28,088
<i>Less:</i> College of Education	173	703	876				876
O.I.S.E.		256	256		651	651	907
Total excluding C. of E. & O.I.S.E.	173	959	1,132		651	651	1,783
Corresponding totals (net) for 1966-67	16,106	4,583	20,689	4,854	762	5,616	26,305
	14,874	3,586	18,460	4,685	713	5,398	23,858

### Capital Expansion Programme

During the year 1967-68 the University expended on its capital programme for all three campuses, the amount of \$31,931,600 as follows:

Scarborough Campus	\$1,370,200
Erindale Campus	1,400,800
St. George Campus	
Medical Sciences Building	16,698,100
New College II	2,318,100
McLaughlin Planetarium	1,665,500
Humanities and Social Sciences	
Research Library	854,000
Sidney Smith Hall	644,100
Physics Building	327,300
Electrical Building	310,600
Banting Institute	209,100
Central Power Plant	179,700
Innis College	133,400
North West Campus properties	1,854,600
All other projects	3,966,100
	\$31,931,600

Work continued on buildings already underway — the McLaughlin Planetarium, married student housing at Bay and Charles Streets, the second phase of New College and the Medical Sciences Building being the major projects. At the end of the year the easterly portion of the Medical Sciences Building had been sufficiently completed to allow partial occupancy so that the old Medical building could be vacated and demolished and construction of the Auditorium wing of the new building commenced on the cleared site.

The renovation of several buildings commenced, either to provide additional accommodation for staff and students or to improve conditions within the buildings. The premises at 63 St. George Street, owned by Knox College have been leased by the University and are undergoing extensive renovation to provide additional space for Innis College until their projected building is completed. The third and fourth floors of the former Borden Garage were renovated to accommodate the Department of East Asian Studies formerly located in 215 Huron Street. With the move of East Asian Studies to these new quarters it has been possible to provide an adequate area at 215 Huron Street for the Data Processing Department of the University which was formerly located in the basement of Simcoe Hall.

During the year a contract was awarded for a major renovation of the St. George Apartments at 321 Bloor Street West, the new St. George Graduate Residence. Conditions in Sidney Smith Hall during the summer months have been described as virtually intolerable. The installation of air-conditioning equipment is now underway and by the summer of 1969 the work will be completed and working conditions in the building will be vastly improved.

The former Ontario Research Foundation building at 121 St. Joseph Street has been renovated to provide additional space for the Faculty of Medicine and the building will continue in this use until the final completion of the Medical Sciences

Building and less intensively until the research areas projected for the teaching hospitals have been provided.

Working drawings for the Humanities and Social Sciences Research Library were completed during the year and tenders called and the contract let shortly after the year end. It is a source of gratification that this long-delayed project is now underway.

To meet the requirements of the major buildings now under construction and those contemplated for future years, a major expansion of our utilities services had been launched and is being carried out over a period of up to ten years. During the year under review contracts were awarded to replace two of the boilers in the Central Power Plant with others of greatly increased capacity; portions of the electrical and steam distribution systems have been increased in capacity or reinforced; and a new 300 foot chimney stack, the tallest structure on the Campus, has been constructed.

Planning at Scarborough College for an extension to the existing building to provide additional academic space, an athletic area, additional dining facilities and a residence is in process.

At Erindale College the development of the permanent buildings is now underway. Contracts have been let for site development and for the first phase of the buildings, the Laboratory Research Block, and for the major components of the utilities system.

*(Continued on page 70)*

## Statement 1

## University BALANCE SHEET (with comparative figures)

### ASSETS I Current Operating Funds

	June 30	
	1968	1967
Cash		
Due from trust and endowment funds (per contra)	\$ 329,700	\$ 279,400
Due from capital funds (per contra)	1,257,500	471,300
Short term investments—at cost plus accrued interest, which approximates market value	441,000	211,700
	6,676,700	3,654,900
	8,704,900	4,617,300
Accounts receivable:		
Fees and residence dues	1,200	300
Due from related organizations—current accounts	702,400	593,200
Provincial grants receivable		1,341,000
Other accounts receivable and recoverable expenditures	1,259,900	1,088,700
	1,963,500	3,023,200
	325,500	293,800
	416,900	197,200
	\$ 11,410,800	\$ 8,131,500
Stores and supplies—approximately at cost		
Prepaid and deferred expenses		

### II Capital Funds

Cash	\$ 11,700
Special funds on deposit for capital purposes	20,000
Sales taxes recoverable on construction expenditures	\$ 238,200
Mortgage receivable	155,500
Investments held for building programme purposes— (note 2) (market value \$7,683,000 in 1968 and \$11,038,000 in 1967)	316,100
	7,744,300
	11,078,700
Land, buildings and equipment (notes 3 and 5):	
St. George Campus	258,422,500
Scarborough College—at cost	20,311,000
Erindale College—at cost	3,821,000
Bayview Avenue properties—at cost	2,071,700
Construction in progress—at cost	22,372,000
Properties leased to others—at cost	585,300
	307,583,500
	275,651,900
Discount on debentures, less amount written off	139,700
Cash and investments held for sinking funds:	
Cash	4,500
Investments—note 2 (market value \$17,745,000 in 1968 and \$16,925,000 in 1967)	18,354,100
	18,358,600
	\$334,380,400
	17,459,000
	17,461,000
	\$305,165,500

**JUNE 30, 1968**  
**at June 30, 1967)**

**LIABILITIES**  
**I Current Operating Funds**

	June 30	
	1968	1967
Accounts payable and accrued charges	\$ 4,288,100	\$ 4,726,400
Due to related organizations on current account	229,500	6,700
Funds held for related organizations (note 1)	2,693,800	1,941,400
	<u>7,211,400</u>	<u>6,674,500</u>
Unearned income and fees paid in advance	1,130,200	868,100
Appropriation for major maintenance and renovations	2,464,800	870,300
Appropriation for equipment and specific projects	680,000	
Operating departments' reserves	229,100	188,900
Unexpended appropriations	276,000	186,800
Unexpended specific government grants		20,000
Net income or (deficit) carried forward—statement 2	<u>(580,700)</u>	<u>(677,100)</u>
Total appropriations, reserves and net deficit carried forward	3,069,200	588,900
	<u><u>\$ 11,410,800</u></u>	<u><u>\$ 8,131,500</u></u>

**II Capital Funds**

Due to current operating funds (per contra)	\$ 441,000	\$ 211,700
Construction accounts payable and holdbacks	6,209,100	1,443,600
Mortgages payable—		
Central Mortgage and Housing Corporation on residence buildings	2,867,200	
Other	229,800	26,600
3½% debentures due April 15, 1969	11,500,000	11,500,000
3% debentures due August 15, 1970	7,500,000	7,500,000
5½% debentures issued to The Ontario Universities Capital Aid Corporation—(note 4)	<u>59,485,100</u>	<u>48,165,300</u>
Total liabilities on capital account	88,232,200	68,847,200
Capital trust funds to be expended on building programme—statement 3:		
For general programme	4,086,700	6,678,700
For specific programmes	3,974,000	5,347,800
General endowment in capital assets—statement 4 (note 3)	238,087,500	224,291,800
	<u><u>\$334,380,400</u></u>	<u><u>\$305,165,500</u></u>

**BALANCE SHEET**

**(with comparative figures)**

**ASSETS**

**III Trust and Endowment Funds**

	<b>June 30</b>	
	<b>1968</b>	<b>1967</b>
Trust fund assets:		
Cash	\$ 472,600	\$ 274,400
Student loans receivable	201,400	223,100
Investments—(note 2)—		
Pooled investments held for endowed funds (market value \$8,633,000 in 1968 and \$8,817,000 in 1967)	10,135,800	9,990,300
Investments held for specific endowed funds (market value \$17,015,000 in 1968 and \$16,511,000 in 1967)	15,773,800	15,790,900
Pooled investments held for expendable funds, less reserve of \$180,000 in 1968 and \$150,000 in 1967 (market value \$11,101,000 in 1968 and \$9,568,000 in 1967)	11,270,600	10,279,200
Investments held for specific expendable funds (market value \$2,335,000 in 1968 and \$2,540,000 in 1967)	2,508,800	2,669,500
	<u>40,363,000</u>	<u>39,227,400</u>

General endowment assets:

Cash	2,500
Investments held for general endowment—(note 2) (market value \$1,281,000 in 1968 and \$1,342,000 in 1967)	1,458,800
Loans to subsidiary organizations	826,200
	<u>2,287,500</u>
	<u>2,291,400</u>

Assets held in safekeeping for related organizations and others:

Cash	8,300	400
Investments	3,396,200	2,887,500
	<u>3,404,500</u>	<u>2,887,900</u>
	<u>\$ 46,055,000</u>	<u>\$ 44,406.700</u>

JUNE 30, 1968

at June 30, 1967)

## LIABILITIES

## III Trust and Endowment Funds

	June 30	
	1968	1967
Trust fund liabilities:		
Endowed faculty and departmental funds for specific operating purposes (including funds acting as endowments)—statement 6	\$ 9,079,600	\$ 8,012,300
Endowed funds for student awards, lectureships, research, etc.—statement 6	<u>15,842,000</u>	<u>16,740,500</u>
	<u>24,921,600</u>	<u>24,752,800</u>
Expendable funds, including income on endowed funds, available for student awards, lectureships, research, pension funds, etc.—statement 6	<u>14,183,900</u>	<u>14,007,400</u>
	<u>39,105,500</u>	<u>38,760,200</u>
	<u>1,257,500</u>	<u>467,200</u>
Due to current operating funds (per contra)	<u>40,363,000</u>	<u>39,227,400</u>
General endowment liabilities:		
Due to current operating funds (per contra)	4,100	
General endowment—statement 6	<u>2,287,500</u>	<u>2,287,300</u>
	<u>2,287,500</u>	<u>2,291,400</u>
Liability for assets held in safekeeping	<u>3,404,500</u>	<u>2,887,900</u>
	<u><u>\$46,055,000</u></u>	<u><u>\$44,406,700</u></u>

## AUDITORS' REPORT

To the Governors of the  
University of Toronto:

We have examined the balance sheet of the University of Toronto as at June 30, 1968 and the statement of current operating income and expense and net income or deficit carried forward, statement of capital trust funds to be expended on building programme, statement of general endowment in capital assets, statement of source and application of capital funds and summary of trust and endowment funds for the year then ended. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion these financial statements, read in conjunction with the notes thereto, present fairly the financial position of the University as at June 30, 1968 and the results of its operations for the year then ended, in accordance, in all material respects, with accounting principles generally accepted for universities. These principles were applied on a basis consistent with that of the preceding year; as explained in note 7 to the financial statements, however, certain expense provisions are in part dependent on the funds available.

CLARKSON, GORDON & Co.  
Chartered Accountants

Toronto, Canada,  
October 17, 1968.

## NOTES

(1) The financial statements do not include the income or expense of the following related organizations, nor their assets and liabilities (except to the extent that net assets held for The College of Education and the Parking Authority are included in current operating funds, the

land and buildings used by certain of the following organizations are included in the capital funds section of the balance sheet and securities owned by them are held for safekeeping), as the net assets and results of operations of these organizations are held to further the continuing activities of their respective operating areas:

The College of Education, University of Toronto  
Connaught Medical Research Laboratories  
Hart House  
Insulin Committee  
Royal Conservatory of Music of Toronto  
Students' Administrative Council  
Sunnybrook Hospital, University of Toronto  
Clinic  
University of Toronto Athletic Association  
University of Toronto Parking Authority  
University of Toronto Press  
University of Toronto Women's Athletic  
Association

The total assets of the above organizations not reflected in the accompanying balance sheet amounted to \$25,359,000 at June 30, 1968 (1967: \$26,479,000).

In addition, the University acquired the lands and buildings of Sunnybrook Hospital on October 1, 1966 for the sum of \$1, to be used in conjunction with the Faculty of Medicine as a teaching hospital. The hospital is leased to and operated by Sunnybrook Hospital, a separate corporation having its own Board of Trustees. Its assets and liabilities and income and expense are not included in the University's financial statements.

(2) Investments owned by the University are shown on the balance sheet at amortized cost plus accrued interest, with the following exception:

When investments held for endowed and pooled expendable trust funds are sold to permit reinvestment in other approved securities, any profit or loss on sale is amortized according to the maturity dates of the securities sold. The unamortized balance is included with the book value of investments. Certain investments held for specific funds are shown at cost or values assigned at acquisition less amortization.

Investments held for sinking funds include \$4,117,000 par value of University of Toronto debentures (1967: \$3,707,000).

(3) The book values of buildings and equipment at St. George Campus are

recorded on the basis of estimated replacement cost, as determined at June 30, 1967 by University officials for the triennial insurance valuation with subsequent additions at cost. Land continues to be valued substantially at cost.

(4) The accumulated amount of 30-year debentures issued to The Ontario Universities Capital Aid Corporation to finance capital expenditures is as follows:

	As at June 30	
	1968	1967
St. George Campus	\$38,050,000	\$29,750,000
Scarborough College	19,475,000	18,150,000
Erindale College	3,250,000	850,000
	60,775,000	48,750,000
Less repayments	1,289,900	584,700
	\$59,485,100	\$48,165,300

These debentures are payable in equal annual instalments of principal and interest and mature from 1994 to 1998 inclusive.

It is expected that the Province of Ontario will continue to make grants equal to the annual payments of debenture principal and interest as they become due. Accordingly, interest expense will be recorded in the accounts on a cash basis to correspond with the interest portion of grants received. Interest accrued on these debentures but not recorded in the accounts at June 30, 1968 amounted to \$1,661,300 (1967: \$1,353,100).

(5) In accordance with the University's normal practice, the statement of current operating income and expense does not include a charge for depreciation of capital assets, but it does include charges of \$4,027,900 (1967: \$2,616,500) for additional or replacement equipment. The cost of acquisition of new properties and of construction and initial equipping of new or rehabilitated buildings, less disposals (which amounted to \$31,931,600 in 1968 and \$15,782,600 in 1967) has been added to fixed asset accounts under capital fund assets.

(6) The estimated cost to complete land acquisitions in process and to complete buildings under construction at June 30, 1968 or contracted for prior to October 10, 1968, including Scarborough and

Erindale Colleges, and including commitments for equipment, is \$51,975,000 (1967: \$43,150,000). The projects involved have government approval and therefore will qualify for substantial government financial assistance.

(7) The provisions made for certain University expenditures in any given year depend in part on the availability of funds to meet such expenditures. Amounts provided to meet 1967-68 fiscal year expenditures of this nature are explained below:

- (a) The amount provided for funding of past service pension cost was \$1,600,000 (as compared with \$1,568,000 in 1966-67). As at January 1, 1966, the unfunded past service liability was estimated at \$6,444,000. It was originally proposed to amortize this cost over 15 years by annual provisions of \$568,000. The excess provisions in the last two years will have the effect of shortening the period required to fully fund the calculated liability or may serve to offset any future increase in the unfunded liability resulting from increased salary scales.
- (b) The provision for major maintenance and renovations in 1967-68 totalled \$2,310,000 (\$850,000 in 1966-67). The current year's amount includes a special provision of \$800,000 against the minimum anticipated costs of improving the fire protection characteristics of the University's buildings.
- (c) The provision of \$680,000 for equipment and specific projects made in 1967-68, represents largely provision for acquisition of equipment for the Faculty of Medicine.

(8) The University has agreed to guarantee bank loans to staff members for housing up to \$1,000,000 in total. At June 30, 1968 amounts guaranteed totalled \$699,500 against which the University held mortgages as security.

(9) Comparative figures for the 1967 year have been adapted in certain instances to conform with the classification of accounts used in 1968.

(10) As at July 1, 1968 the operations and net assets of the Royal Ontario Museum are to be transferred to an independent board of trustees established under The Royal Ontario Museum Act.

**Statement 2**

**Universit**

**STATEMENT OF CURRENT OPERATING INCOME AND EXPENSES**  
**YEAR ENDED**  
**(with comparative totals for**

**INCOME (000s omitted)**

	Year ended June 30, 1968					Year ended June 30, 1967 (note 9)	
	St. George Campus \$	Scarborough College \$	Erindale College \$	Total \$	%	\$	%
Student fees	9,172	528	99	9,799	11.8	8,773	14.1
Endowment income from—							
General endowment	117			117	0.6	105	0.8
Endowed trust funds for specific purposes	406			406		408	
Government grants for specific operating purposes	193			193	0.4	176	0.5
Gifts and grants for specific operating purposes	127			127		109	
Interest and rentals	1,280	13	1	1,294	1.6	843	1.4
Miscellaneous	300			300	0.4	92	0.1
Residences and other ancillary departments	1,306	82	13	1,401	1.7	1,225	2.0
Revenues from services to outside organizations	1,213	1		1,214	1.5	1,271	2.0
	14,114	624	113	14,851	18.0	13,002	20.9
Government grants for general operating purposes—							
Federal University grants						8,959	14.3
Province of Ontario grants for—							
Ordinary purposes—regular	45,530	945	172	46,647	56.0	26,965	43.0
—supplementary	1,600	1,285	670	3,555	4.3	391	0.5
Royal Ontario Museum	2,047			2,047	2.5	1,600	2.6
Interest on capital debentures	1,619	983	47	2,649	3.2	1,683	2.7
	64,910	3,837	1,002	69,749	84.0	52,600	84.0
Grants and gifts for assisted research	13,310			13,310	16.0	10,052	16.0
Total income	78,220	3,837	1,002	83,059	100.0	62,652	100.0

**ND NET INCOME OR DEFICIT CARRIED FORWARD  
UNE 30, 1968  
the year ended June 30, 1967)**

**EXPENSES (000s omitted)**

	Year ended June 30, 1968					Year ended June 30, 1967 (note 9)	
	St. George Campus \$	Scarborough College \$	Erindale College \$	Total \$	%	\$	%
Academic	43,710	1,911	613	46,234	55.7	35,658	56.9
General administration	2,696	97	81	2,874	3.5	2,074	3.3
Operation and maintenance of physical plant	6,745	744	159	7,648	9.2	5,458	8.8
Information, publications, Alumni affairs, etc.	949			949	1.1	826	1.3
Student assistance	33			33	0.1	184	0.3
Miscellaneous	573			573	0.7	365	0.6
Residences and other ancillary departments (including building costs)	1,311	87	20	1,418	1.7	1,251	2.0
<b>Total University operating expense</b>	<b>56,017</b>	<b>2,839</b>	<b>873</b>	<b>59,729</b>	<b>71.9</b>	<b>45,816</b>	<b>73.2</b>
Interest on capital debentures	1,619	983	47	2,649	4.0	1,683	3.8
Interest on 1969 debentures	402			402	0.7	402	0.7
Interest on 1970 debentures	236			236	0.4	236	0.4
Provision for funding of past service pension liability (note 7)	1,600			1,600	1.9	1,568	2.5
Provision for major maintenance and renovations (note 7) — General	1,510			1,510	1.8	850	1.4
Fire safety and life protection programme	800			800	1.0		
Provision for equipment and specific projects (note 7)	680			680	0.9		
Appropriation to capital funds for improvements in computer facilities, financed from related specific revenues						275	0.4
Provision for deficit re Sunnybrook Staff Association						204	0.3
Royal Ontario Museum (including building expense less direct income)	2,047			2,047	2.5	1,539	2.4
	64,911	3,822	920	69,653	84.0	52,573	84.0
Assisted research	13,310			13,310	16.0	10,051	16.0
<b>Total expense</b>	<b>78,221</b>	<b>3,822</b>	<b>920</b>	<b>82,963</b>	<b>100.0</b>	<b>62,624</b>	<b>100.0</b>
Net income or (expense) for the year	(1)	15	82	96		28	
Net income or (expense) carried forward from prior year	(747)		70	(677)		(705)	
Net income or (expense) carried forward	(748)	15	152	(581)		(677)	

**Statement 3**

**University**

**STATEMENT OF CAPITAL TRUST FUNDS**  
**YEAR ENDED**  
**(with comparative figures for**

	<b>1968</b>		
	Trust funds for general programme	Trust funds for specific programmes	Total 1968
Balance of funds beginning of year	<u>\$ 6,678,700</u>	<u>\$5,347,800</u>	<u>\$12,026,500</u>
Add:			
University's share of distributions from the National Fund for the University of Toronto	51,300		51,300
Grants and payments on account of grants—			
National Research Council grants for computer		113,300	113,300
Metropolitan Toronto grant for School of Business and School of Social Work Building		240,000	240,000
Dr. R. S. McLaughlin for Planetarium	6,575,000		6,575,000
Province of Ontario grant for Health Sciences projects	245,600		245,600
Other benefactions—accommodation grants	<u>6,626,300</u>	<u>598,900</u>	<u>7,225,200</u>
	<u>378,600</u>	<u>296,700</u>	<u>675,300</u>
Income from capital funds investments			
Appropriation from specific current operating revenue for computer facilities			
Funds available through amortization against operating income of discount on 1970 debentures	10,700		10,700
Proceeds on sale of properties, less sundry charges	266,500	(4,100)	262,400
	<u>7,282,100</u>	<u>891,500</u>	<u>8,173,600</u>
	<u>13,960,800</u>	<u>6,239,300</u>	<u>20,200,100</u>
Transfer from trust funds			
Transfer from current funds			
Transfers between funds	25,200		25,200
Transfer to general endowment in capital assets in respect of trust funds and grants applied against construction of buildings and purchase of properties and equipment during the year (statement 4)	<u>(9,899,300)</u>	<u>(2,285,300)</u>	<u>(12,184,600)</u>
	<u>(9,874,100)</u>	<u>(2,265,300)</u>	<u>(12,139,400)</u>
Balance of funds end of year	<u>\$4,086,700</u>	<u>\$3,974,000</u>	<u>\$8,060,700</u>

**TO BE EXPENDED ON BUILDING PROGRAMME**  
**JUNE 30, 1968**  
**the year ended June 30, 1967)**

	1967		
	Trust funds for general programme	Trust funds for specific programmes	Total 1967
Balance of funds beginning of year	\$6,194,000	\$3,593,000	\$ 9,787,000
Add:			
University's share of distributions from the National Fund for the University of Toronto	78,700		78,700
Grants and payments on account of grants—			
National Research Council grants for computer		169,500	169,500
Metropolitan Toronto grant for School of Business and School of Social Work Building		240,000	240,000
Dr. R. S. McLaughlin for Planetarium		1,920,000	1,920,000
Province of Ontario grant for Health Sciences projects	1,900,000		1,900,000
Other benefactions—accommodation grants	2,000	600	2,600
	1,980,700	2,330,100	4,310,800
Income from capital funds investments	379,500	241,400	620,900
Appropriation from specific current operating revenue for computer facilities		275,000	275,000
Funds available through amortization against operating income of discount on 1970 debentures	10,700		10,700
Proceeds on sale of properties, less sundry charges	200	4,700	4,900
	2,371,100	2,851,200	5,222,300
	8,565,100	6,444,200	15,009,300
Transfer from trust funds		13,700	13,700
Transfer from current funds		9,700	9,700
Transfers between funds	90,800	(90,800)	
Transfer to general endowment in capital assets in respect of trust funds and grants applied against construction of buildings and purchase of properties and equipment during the year (statement 4)	(1,977,200)	(1,029,000)	(3,006,200)
	(1,886,400)	(1,096,400)	(2,982,800)
Balance of funds end of year	\$6,678,700	\$5,347,800	\$12,026,500

**Statement 4****University of Toronto****STATEMENT OF GENERAL ENDOWMENT IN  
CAPITAL ASSETS****YEAR ENDED JUNE 30, 1968****(with comparative figures for the year ended June 30, 1967)**

	1968	1967
Balance beginning of year	<u>\$224,291,800</u>	<u>\$194,439,800</u>
Buildings demolished during the year		<u>(3,489,000)</u>
Add:		
Adjustment for land previously written-off	<u>136,100</u>	
Increase resulting from triennial valuation (note 3) and including equipment financed from current operating and trust funds during the three year period ended June 30, 1967		<u>28,159,100</u>
Province of Ontario grants for capital debentures	3,354,200	
Less interest portion carried to current operating account	<u>2,649,100</u>	
Debenture principal repayment	<u>705,100</u>	<u>432,900</u>
Trust funds and grants applied against construction of buildings and purchase of properties and equipment during the year (statement 3)	<u>12,184,600</u>	<u>3,006,200</u>
Additions to endowment resulting from provisions for sinking funds for retirement of debentures:		
Provincial grants received	897,600	1,075,000
Interest on sinking fund investments		<u>795,500</u>
Less amortization of discount on debentures	<u>127,700</u>	<u>1,870,500</u>
	<u>769,900</u>	<u>127,700</u>
Balance end of year	<u>\$238,087,500</u>	<u>\$224,291,800</u>

## Statement 5

### University of Toronto

## STATEMENT OF SOURCE AND APPLICATION OF CAPITAL FUNDS

**YEAR ENDED JUNE 30, 1968**

**(with comparative figures for the year ended June 30, 1967)**

	1968	1967
Funds were provided from:		
Debenture issues	\$12,025,000	\$18,000,000
Net grants and payments on account of grants, income and other additions to capital trust funds (per statement 3)	8,173,600	5,222,000
Mortgage funds received from Central Mortgage and Housing Corporation for residence construction	2,867,200	
Transfer from trust funds	20,000	14,000
Transfer from current operating funds	25,200	10,000
	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
	23,111,000	23,246,000

Funds were applied to:	1968	1967
Building construction, land and equipment purchases—expenditures made	27,030,100	31,795,600
Plus increase in accounts payable	4,765,500	19,272,000
Excess (deficiency) of funds provided over funds applied	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	\$(8,684,600)	\$ 3,974,000

This deficiency is reflected by a decrease in net liquid funds held for capital purposes at June 30, 1968 as follows:

	Balance June 30		Increase or (decrease)
	1968	1967	
Cash	\$ 11,700	\$ (11,700)	
Special funds on deposit for capital purposes	20,000	(20,000)	
Sales taxes recoverable on construction expenditures	\$ 238,200	155,500	82,700
Mortgages receivable	316,100	519,300	(203,200)
Investments	7,744,300	11,078,700	(3,334,400)
	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Due to current funds	8,298,600	11,785,200	(3,486,600)
Mortgages payable	441,000	211,700	229,300
Accounts payable and holdbacks	229,800	26,600	203,200
	6,209,100	1,443,600	4,765,500
	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
	6,879,900	1,681,900	5,198,000
	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
	\$1,418,700	\$10,103,300	\$(8,684,600)

# SUMMARY OF TRUST YEAR ENDED

## Endowed Funds

	Balance June 30, 1967	Bene- factions	Net transfers and other additions and (deletions)	Balance June 30, 1968
<b>Trust Funds</b>				
Scholarships, fellowships, prizes, bursaries, loan and composite funds—				
Endowed	\$ 8,381,200	\$ 79,200	\$ 48,400	\$ 8,508,800
Expendable				
Lectureships—				
Endowed	92,400	144,400	(8,000)	228,800
Expendable				
Departmental funds—				
Endowed	2,912,200	189,300	(1,080,600)	2,020,900
Expendable				
Research funds—				
Endowed	4,832,100	218,200	(3,689,800)	1,360,500
Expendable				
Miscellaneous funds—				
Endowed	522,600	3,200	3,197,200	3,723,000
Expendable				
Pension funds—				
Expendable				
Sub-totals—endowed funds	<u>16,740,500</u>	<u>634,300</u>	<u>(1,532,800)</u>	<u>15,842,000</u>
—expendable funds				
Faculty and departmental endowments	<u>8,012,300</u>		<u>1,067,300</u>	<u>9,079,600</u>
Totals—				
Endowed funds	24,752,800	634,300	(465,500)	24,921,600
Expendable				
	<u>\$24,752,800</u>	<u>\$634,300</u>	<u>(see note)</u>	<u>\$24,921,600</u>
<b>General Endowment</b>	<u>\$ 2,287,300</u>	<u>\$ 200</u>	<u>\$ (465,500)</u>	<u>\$ 2,287,500</u>

NOTE: Represents mainly a transfer from the Connaught Trust Endowment Fund for capital expenditure purposes at Connaught Medical Research Laboratories.

**AND ENDOWMENT FUNDS**  
**JUNE 30, 1968**

**Expendable Funds**  
**(including income from endowed funds)**

Balance June 30, 1967	Benefactions	Income earned during the year	Net transfers and other additions and (deletions)	Disbursements	Balance June 30, 1968
\$ 763,000 1,215,600	\$ 6,000 638,400	\$ 453,400 26,400	\$ (26,600) 310,700	\$ 413,700 960,800	\$ 782,100 1,230,300
18,000 7,900	500	9,800 100	900	2,300 500	26,900 7,500
173,600 2,915,000	644,200	92,600 108,700	(83,800) 236,100	15,700 1,138,900	166,700 2,765,100
776,200 6,014,300	600 12,384,100	94,100 47,500	(149,000) (143,500)	68,900 11,614,300	653,000 5,688,100
6,700 1,743,200	12,700 173,500	189,300 92,500	79,900 (210,400)	211,000 377,000	77,600 1,421,800
271,800 1,737,500	19,800 13,840,200	12,200 839,200 287,400	(178,600) 192,900	62,500 711,600 14,154,000	221,500 1,706,300 12,334,300
102,100		461,100	(416,000)	3,900	143,300
1,839,600 12,167,800	19,800 13,840,200	1,300,300 287,400	(594,600) 192,900	715,500 14,154,000	1,849,600 12,334,300
\$14,007,400	\$13,860,000	\$1,587,700 \$ 117,100	\$ (401,700) \$ (117,100)	\$14,869,500	\$14,183,900

# FINANCIAL REPORT

*(Continued from page 55)*

Of major significance to the future of the capital expansion programme of the University of Toronto, both on the St. George Campus and at Scarborough and Erindale Colleges, was the advice received from the Department of University Affairs that, because of the 'tightness' of capital funds in the face of greatly expanded demands, the amount of capital available in 1968-69 to the fourteen Ontario universities would be limited to \$125,000,000.

At the same time, retroactive to June 30, 1964, the Department of University Affairs increased the percentage of financial support from 85% to 95% of the approved cost of projects in excess of the first ten million dollars.

The University of Toronto received for the period April, 1968, to March, 1969, allocations of \$8,695,000 for the completion of projects underway and of \$10,515,000 to allow the initiation of new projects. With this limited support it was necessary to postpone projects, including Innis College and the Campus Centre, which it had been hoped could commence in late 1967-68.

Our ability to proceed with our proposed construction programme will be dependent upon the ability of the Province to provide the required financial support and it must now be recognized that our progress will be less rapid than had been expected and is desirable.

## Student Financial Aid

It is gratifying to report that in 1967-68 significant improvement took place in the availability of financial assistance for University students. The value of awards to University of Toronto students increased 71% from the previous year to a total of \$12,209,306: the number of awards — 20,474 — was 59% higher and the number of students assisted — 11,590 — was 50% greater than in 1966-67.

In 1967-68 the form of assistance was also slightly better for the students concerned: the repayable loan portion decreased fractionally from 34.1% to 33.2% and scholarships and fellowships dropped from 46.6% to 36.9% but bursaries and grants, related directly to financial need, increased from 19.3% to 29.9%.

The improvements were greatest at the undergraduate level where the total increased by \$3,910,906 — or 91%. Aid to graduate students was 40% above its former level.

The additional funds came very largely from the Province of Ontario Student Aid Programme (POSAP), which provided \$6,993,319 of loans and grants to our students in 1967-68. Not only was this total more than double the \$3,170,203 provided in the initial year of operation, 1966-67, but the ratio of grants to loans — 45%/55% — was much improved from the previous 27%/73%.

As in the past the statistics gathered



Work on the final stage of the McLaughlin Planetarium was a major construction effort in 1967-68. The building (including the Star Theatre) was opened in November.

1967-68 Student Aid from University and all known outside sources  
(\$000 omitted)

Academic Level	University		Faculty/ College		Outside Groups		Governments		Total	
	Value	Awards	Value	Awards	Value	Awards	Value	Awards	Value	Awards
<i>Undergraduate:</i>										
Scholarships/ Prizes	\$129.8	216	\$ 371.2	1,224	\$143.0	307	\$ 600.7	1,136	\$ 1,244.7	2,883
Bursaries/ Grants	79.7	428	140.0	654	84.2	192	3,087.9	5,862	3,391.8	7,136
Loans	3.2	17	32.9	111	8.4	21	3,543.9	6,390	3,588.4	6,539
Total	\$212.7	661	\$ 544.1	1,989	\$235.6	520	\$ 7,232.5	13,388	\$ 8,224.9	16,558
<i>Graduate:</i>										
Scholarships/ Fellowships	\$ 10.4	6	\$ 682.0	350	\$178.3	79	\$ 2,399.6	2,194	\$ 3,270.3	2,629
Bursaries/ Grants	1.4	6	20.2	56	1.7	3	230.0	425	253.3	490
Loans	2.4	11	8.2	37	22.6	21	427.6	728	460.8	797
Total	\$ 14.2	23	\$ 710.4	443	\$202.6	103	\$ 3,057.2	3,347	\$ 3,984.4	3,916
Grand Total	\$226.9	684	\$1,254.5	2,432	\$438.2	623	\$10,289.7	16,735	\$12,209.3	20,474
<i>Year 1966-67</i>										
Undergraduate	\$270.12	899	\$ 566.2	1,917	\$209.5	519	\$ 3,268.1	7,051	\$ 4,314.0	10,386
Graduate	39.7	87	653.7	372	117.0	72	2,028.4	1,972	2,838.8	2,503
	\$309.9	986	\$1,219.9	2,289	\$326.5	591	\$ 5,296.5	9,023	\$ 7,152.8	12,889

by the Office of Student Awards "are confined to awards and assistance having no commitment other than full-time study normally leading to a degree or diploma: teaching assistantships, research grants and other monies disbursed, usually to advanced students at the discretion of the academic department concerned, are not covered".

It is not possible to determine what

proportion of student costs is now covered by "financial aid" from outside sources but the number of students assisted is now equivalent to 53% of the full-time enrolment, at both graduate and undergraduate levels. The average value per student aided is \$953 for undergraduates and \$1,342 for graduate students, and therefore a very significant part of their total costs.

A. G. RANKIN, *Executive Vice-President (Non-Academic)*



Dr. Dickey and the Chancellor, Dr. Omond Solandt

## Eight Honorary Graduates

JOHN SLOAN DICKEY, LL.D., President of Dartmouth College since 1945, was one of eight men and women on whom the University conferred honorary degrees as last academic year drew to a close.

Dr. Dickey, his citation read in part, "has done more than almost any other American to promote a better understanding of Canada and Canadian-American relations. . . . Born a New Englander and graduating first from Dartmouth College, and then Harvard Law School, he practised law in Boston for several years during the Thirties. Thereafter his career took him increasingly into diplomatic work with the State Department. Two of the important posts he held during World War II were Special Consultant to the Secretary of State on the U.S. Trade Agreements Act, and Public Liaison Officer in the U.S. Delegation to the 1945 San Francisco Conference on the United Nations Charter. . . . As editor of *The United States and Canada* and with numerous articles, Dr. Dickey has contributed to a better understanding of how national and international decisions are made. . . .

"In recent months Dartmouth has sponsored three conferences on Canadian themes. Three Canadians were Visiting Professors there last term."

Dr. Dickey was presented by Professor D. R. Campbell.



Provost J. H. Sword and Dr. Forsey

**EUGENE ALFRED FORSEY, LL.D.**, formerly Director of Research at the Canadian Labour Congress, was presented by President A. B. B. Moore of Victoria University. Dr. Moore mentioned Dr. Forsey's birth in Grand Bank, Newfoundland, his academic achievements at McGill and Oxford, his McGill appointment as Lecturer in Economics and Political Science.

"He has written extensively and has involved himself in the public affairs of the community, church and nation," Dr. Moore continued. "He has served on the Board of Broadcast Governors and has held the office of President of the Canadian Political Science Association. . . .

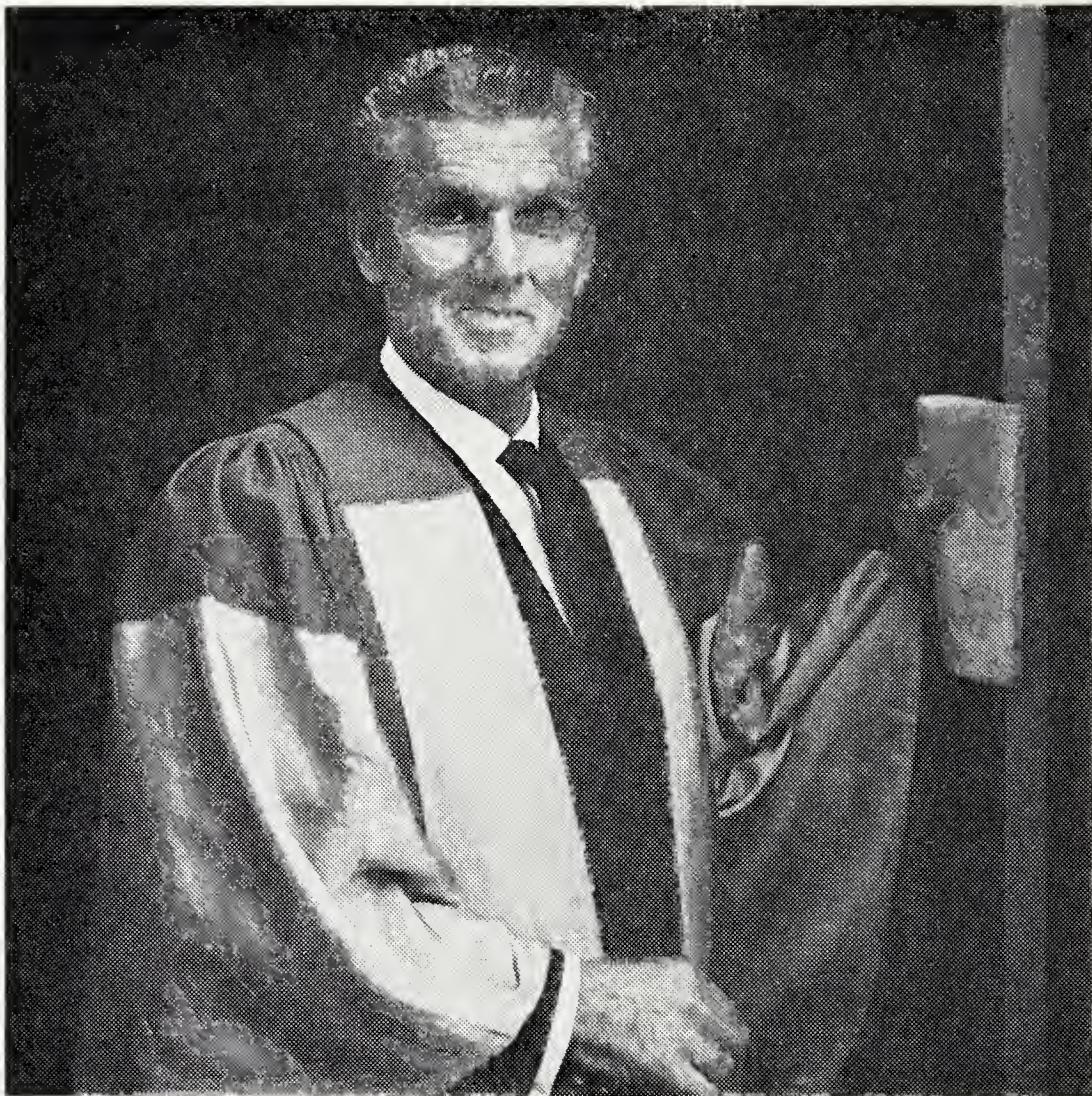
"Dr. Forsey is a brilliant scholar, honoured by many awards, whose learning has been placed at the service of society. . . . As a constitutionalist of recognized authority, the national constitution for him enshrines significant history, but for him it is also a present way of life. He is an eloquent debater whose weapon is the rapier and not the broadsword. He is a Canadian whose vision of his country has never lost its focus on unity."



ALICE ANNA GIRARD, LL.D., Dean of Nursing, University of Montreal and President of the International Council of Nurses, was presented by Dr. John Hamilton, Vice-President, Health Sciences.

"Miss Girard's dedication to nursing," he said, "began in the Thirties when nursing was still in the mould fashioned by Florence Nightingale, highly respected but consisting in large part of good housekeeping. . . . Seeking the knowledge that ultimately enabled her to occupy her present role of leadership, Alice Girard turned first to the University of Toronto, then to the Catholic University in Washington, Columbia and Johns Hopkins Universities where she obtained a broad background in the social sciences, nursing education and hospital administration. . . .

"Her purpose, to raise the standard of nursing, is achieving its objective, largely through her dominant role in the Royal Commission on Health Services. There, defining the needs of nursing education and divesting the profession of its housekeeping role, she met obstacles. One gentleman cried she would attain her objectives over his dead body, to which she replied: "If that is a condition, we shall do our best to meet it."



THE HONOURABLE MR. JUSTICE BORA LASKIN, LL.D., was presented by Dean Ernest Sirluck as "a scholar, teacher, public servant, champion of liberty and justice". "In this hall," said Dr. Sirluck, "it is hard to refrain from referring to our honorary graduand as Professor Laskin, so well did we know him in that capacity. With the late Dean Wright and one or two others, he helped to found, and until recently guide, the Faculty of Law. . . . (He was) Chairman of the Presidential Advisory Committee on the School of Graduate Studies . . . only a chairman whose hold on the University's confidence equalled his tact, discernment, and power could have produced and defended a Report calling for the redefinition and extensive restructuring which has enabled the School to perform its enlarged duties while retaining much of its traditional character . . . The Laskin Report has been able to transcend local circumstances and influence other graduate schools almost as much as this one. . . .

"Mr. Justice Laskin has not ceased his direct service to education. As first Chairman of the Board of Governors of the Ontario Institute for Studies in Education he has steadily guided that important institution toward an academic orientation. . . . He is also a Governor of York University."

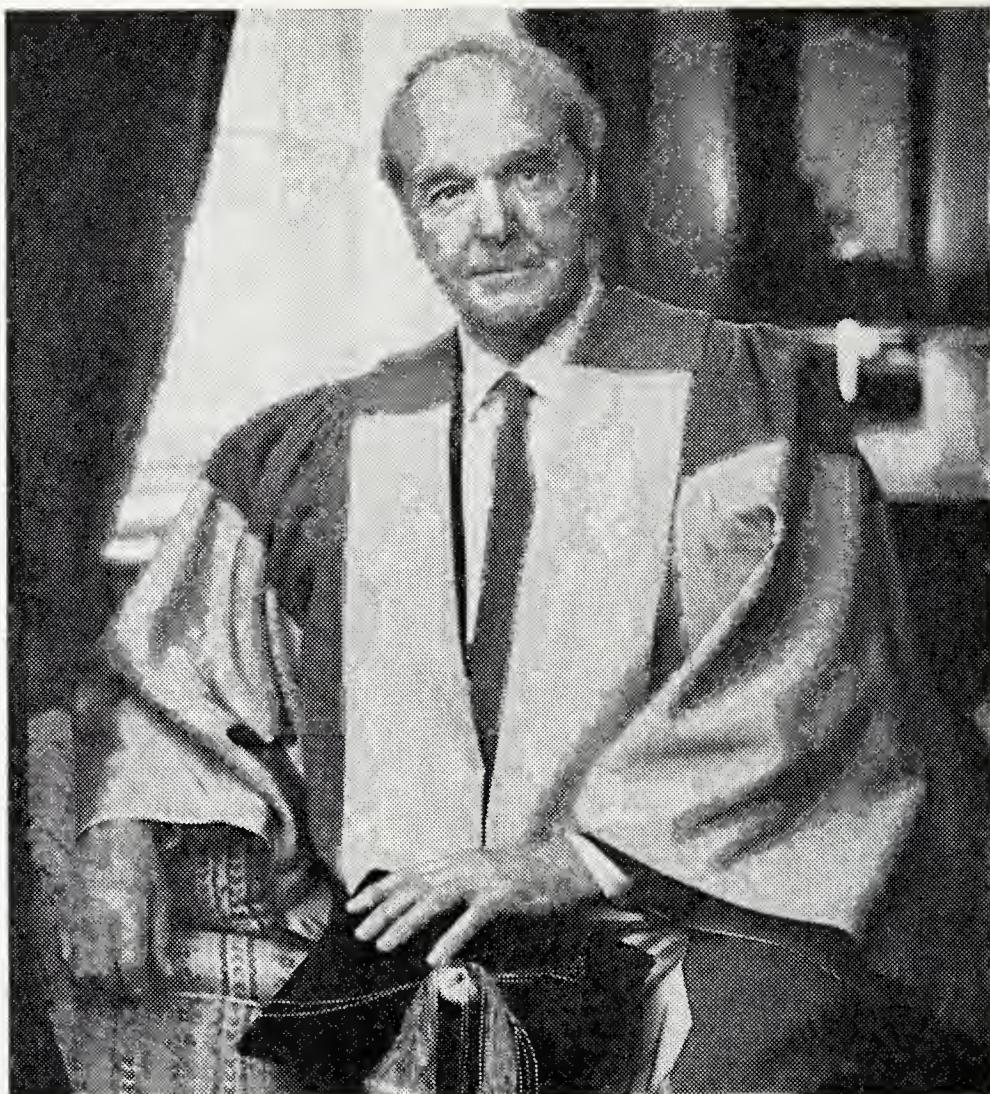


DONALD J. McDougall, D.Litt., who, blinded in World War I, won degrees at Toronto and Oxford, then taught history at University of Toronto from 1929 to 1962, was presented by Professor J. B. Conacher.

Professor Conacher said a large and prestigious history department could be put together from Professor McDougall's former students who have made the teaching of history their career. "You will find them around the world," he continued, "from Nigeria to Pakistan, from Halifax to Vancouver, from Toronto to York. One of them once said to me that he knew of no man who could see farther into the soul of another man than Donald McDougall. . . .

"Most great academics have three possible schools of admirers — colleagues, students and readers; Donald McDougall has a fourth group, unique and intimate, those who have read to him. . . .

"There is one other unusual group of admirers. . . . In the first World War Donald McDougall fought the Germans and was grievously wounded by them. In the second he lectured to them, week in and week out, in the prisoner of war camps of Ontario, helping them to overcome the boredom that he had known in a military hospital a quarter of a century earlier. . . ."



HENRY SPENCER MOORE, LL.D. was presented by Professor G. S. Vickers as "sculptor, Englishman and authentic immortal — raised to an early fame by a generation of popular cartoonists, there firmly sustained by world-wide admiration, and finally certified by the Order of Merit which his Queen has conferred on him".

Professor Vickers continued: "For nearly fifty years he has sought to give form to the enduring strength of the human spirit, returning with ever finer shades of new understanding to his chosen themes, the protective shelter given at birth, man's will to rise, his power to endure, his instinctive resistance to death. In his most English way, Henry Moore has translated his symbols to the stage of nature, as a cluster of rocks, in the twist of weathered bones, in the hard carapace about a ghostly void."

"More than any other sculptor of our time he has exemplified the craftsman uniting the skill of the carver, the claims of the material and the idea of the creator. . . .

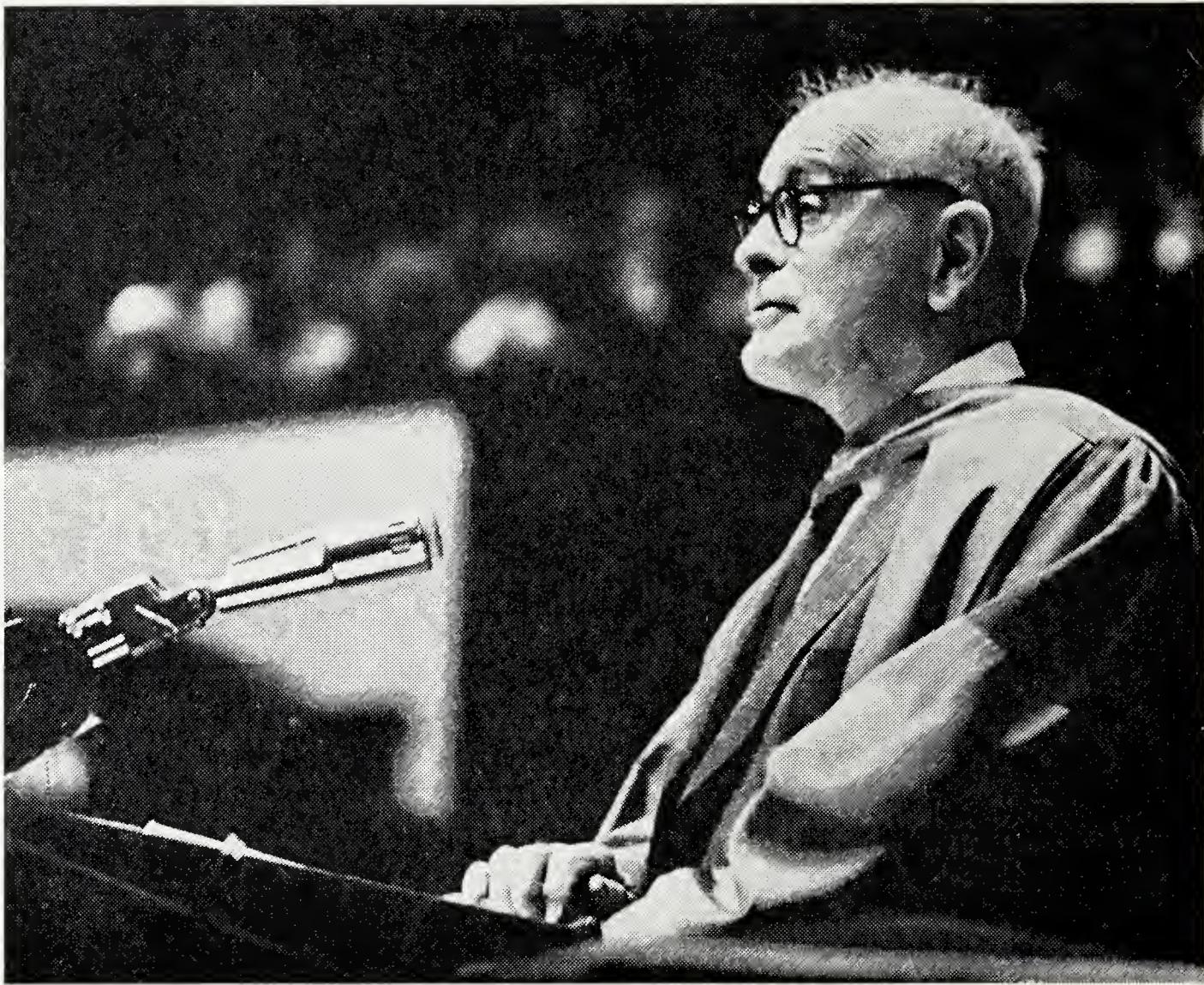
"Once already he has conquered this city. . . . Today he returns to our University to receive a further sign of his victory."

FRANCIS REGINALD SCOTT, D.LITT., former Dean of Law at McGill University, was presented by Dean R. St.J. Macdonald as "a fighter for social justice and intellectual freedom, a poet who has shown us action as well as words, one who has unfailingly given expression to the deepest principles of human dignity, frequently at great personal sacrifice".

"As an organizer of the League for Social Reconstruction and author of many studies on Canada's national policies, F. R. Scott played a leading part in shaping and orienting the thinking of the Co-operative Commonwealth Federation," Dean Macdonald said. "As a member of the Royal Commission on Bilingualism and Biculturalism, he continues to serve the cause of better relations between the two founding peoples of Canada. In this work he has been a reconciler as well as originator of ideas....

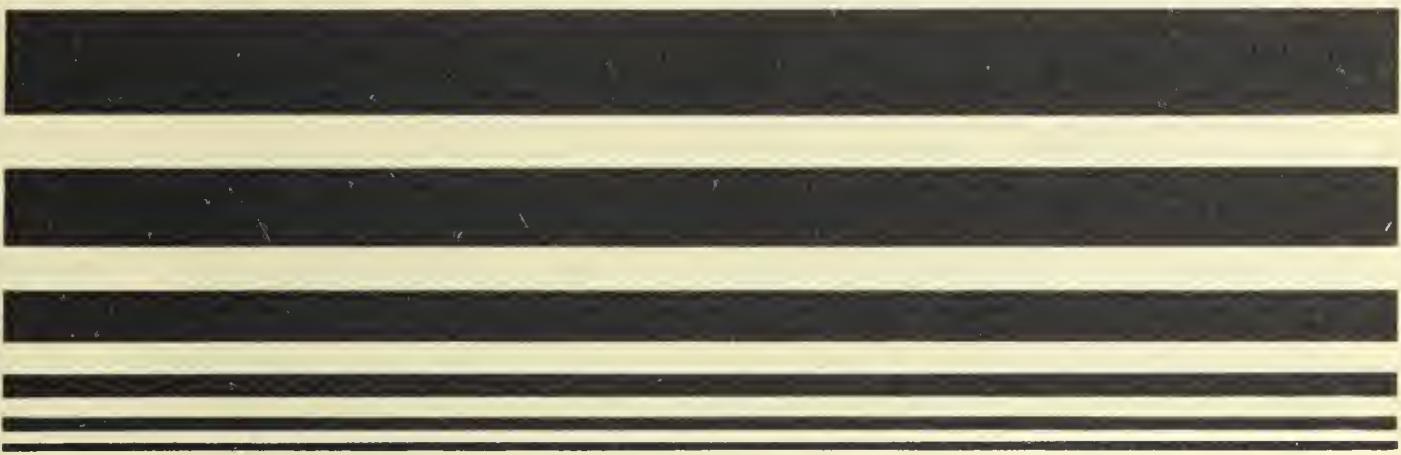
"We salute Frank Scott as a scholar who has enlivened his subject with insight and wit; as a teacher who has stimulated generations of students; as an editor whose dedication has made possible the continuance of several independent journals of opinion...."





BARKER FAIRLEY, D.LITT., Professor Emeritus of German, was presented by Principal Douglas LePan with the comment that "in honouring him we are returning only a small part of the honour that he has brought to the University". Dr. LePan mentioned Dr. Fairley's world-wide reputation as a scholar and critic of German literature, continuing: "His studies of Heinrich Heine, Wilhelm Raabe, and above all of Goethe, show independence of mind, breadth of view, deep humanity and penetrating sympathy. Seven books and scores of articles attest to how constantly and generously he has fulfilled the central responsibility of a scholar for sixty years."

"Barker Fairley has encouraged writers and artists and is himself a painter of no mean accomplishment," Dr. LePan went on. "He was a friend of all the members of the Group of Seven and their loyal persuasive champion. The landscape that suits him best is the landscape of the Laurentian Shield. His figure is framed authentically by the old cloisters of University College. But it is framed even better by the wide open sky of Georgian Bay. There, with a brush in his hand or at the stern of a canoe, he has been in his element."



# EXPLORATIONS

# EXPLORATIONS



Number 24

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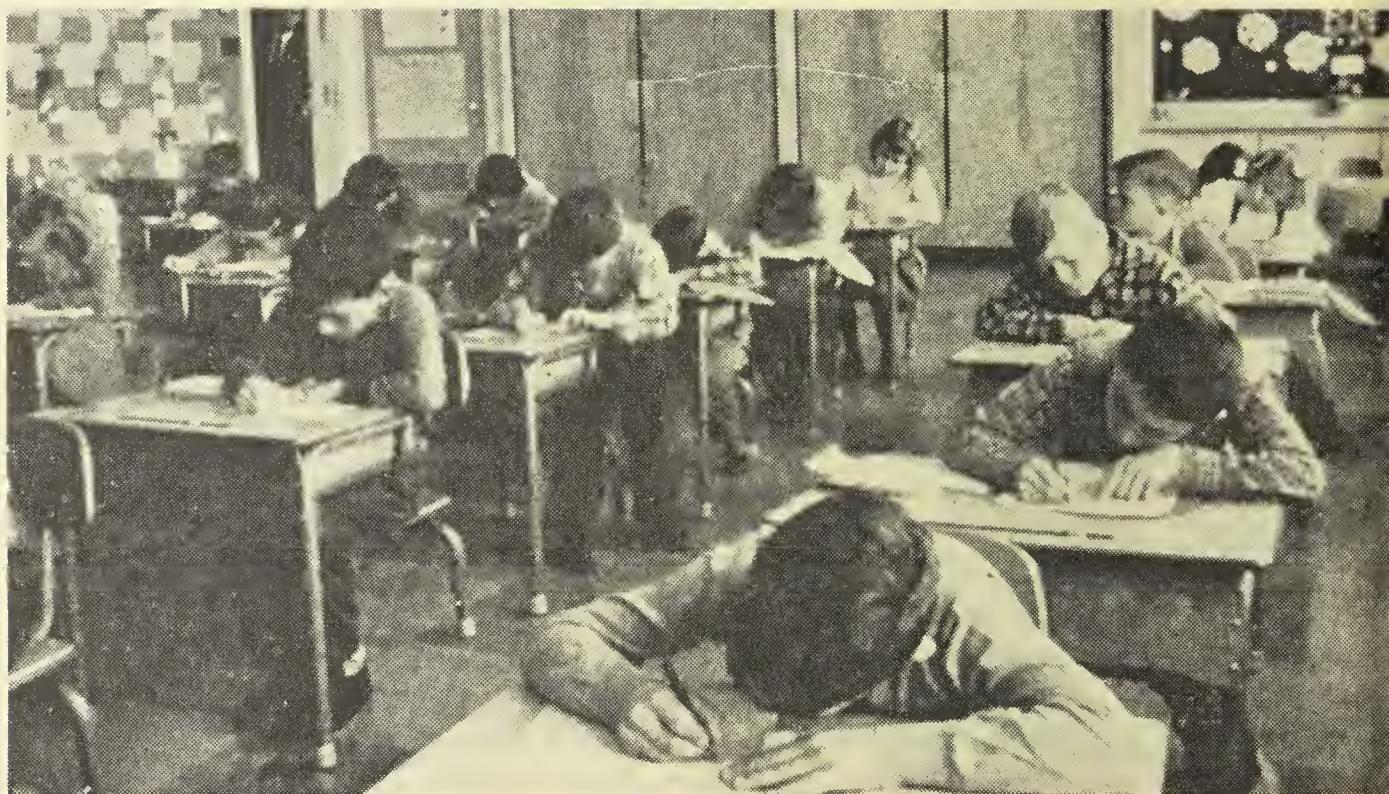
Preliminary Observations on Breakdown as Breakthrough MARSHALL MCLUHAN

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Note: We have resumed numbering *Explorations*. The original issues, 1953-59, were numbered 1-9. The issues which appeared in *Varsity Graduate* from Summer 1964 to Christmas 1967 were not numbered.

The cost of printing this issue of *Explorations* is being contributed by the Associates of the University of Toronto, Inc., New York, on behalf of the University of Toronto alumni living in the United States.



This photograph is from an article by Arthur Hurst in *The Canadian Journal of Optometry* for April, 1964. Hurst discovered that TV child had a near-point reading distance that made visual convergence impossible. The TV child is in fact a 'Cyclops' who increasingly uses one eye both for reading and ordinary vision. Paradoxically, the other eye ranges peripherally, like that of a hunter.

The one-eyed child, in losing convergence, naturally finds no great relevance in reading but compensates for his difficulty by developing the visual habits suited to the total field of the hunter. Near-point working distance is officially thirteen to sixteen inches, and school furniture and text books are accommodated to this theoretic norm. Some educationists, on discovering that the near-point is only 4.6 inches, simply brush aside the fact by mentioning that reading is no longer the main concern of the child in advanced school. The child now tends to transfer his activities from reading to manipulatory work, making his own books and dictionaries.

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## Preliminary Observations on Breakdown as Breakthrough

The 1929 crash revealed the world of economic processes to the entire community.

Soul City and the rise of black power is a social and political breakdown that reveals the character and processes of color TV as well as the black population.

The breakdown of communications in the Pueblo episode revealed the discrepancy between hardware and software, between 19th century bureaucracy and current electronic means of surveillance.

The generation gap revealed the nature of identity. That is, once personal or social image has been scrapped by new technology, it can only be recovered by violence and suffering.

The atomic bomb as overkill was a breakdown of war and diplomacy alike, revealing many hidden processes in the body politic.

The speed-up of travel created jet city or the planetary city of circulating inhabitants. This speed-up is also a breakdown of all metropolitan areas, revealing the meaning of cities as such, i.e. cities as efforts to concentrate and heighten human awareness.

Xerox, by speed-up and by decentralizing book production, has exposed the entire character of copyright and the publishing processes to public inspection.

Privacy is created by the public, as scarcity by affluence and the market. Imprisonment or enforced solitude reveals the nature of the public. Solitude reveals the nature of society, as electricity reveals the nature of the machine in the act of destroying it.

Jazz and syncopation riding the new radio waves revealed the nature of civilization as a world of continuity by recreating the syncopated tribal world of a closed society.

The cool TV medium revealed that Miami and Chicago were the breakdown of American political parties and hot machine politics.

Cool tv political coverage of old hat processes revealed the natural bias of the newspaper for hot news, i.e. bad news. Bad news provides the reader with the survivor thrill. Newsmen dislike cool characters.

TV GUIDE for February 8-14, 1969, does a real snorkle job under the heading: 'Ever Since Chicago: TV in Turmoil' — from a snorkle level they manage a massive intellectual burp: 'If people lose faith in TV news, how long will it be before they lose confidence in TV advertising?'

*Miami and the Siege of Chicago* by Norman Mailer: Instead of considering the nature and the effects of TV on human perception, Norman Mailer laid down a huge smoke screen. Mailer's ignorance of media effects is matched by that of Mayor Daley who is described by Mailer as 'ready to take on the electronic wrath of the semi-conductors of the world, his voter-nourished blood full of beef and curses against the transistorized cabals of the media.'

It is, of course, the old 19th century rhetoric of the hot press medium that provides the moral indignation approach. It is precisely as if the medical profession mounted a verbal barrage of wrath against small-pox and measles. Such a barrage would be warmly welcomed by the press which desperately needs a large cast of citizens crammed with memorized scripts full of conflict and tensions.

Columnist Max Lerner matches Mailer's ignorance of media as a dis-service environment when he states that there is a spreading suspicion among both Liberals and Conservatives that the wells of communication in the U.S. are poisoned. This diagnosis corresponds to the current idea of media-caused changes as "a world-wide Communist conspiracy."

As the cool medium of TV enshrouds the hot medium of the press it naturally erodes the old 'journalistic freedoms.' 'The child is father of the man.' Sam Butler put it differently: 'The chicken was the egg's idea for getting more eggs.'

The breakdown of the press bias for bad news would leave the bias of advertising for good news monotonously over-exposed. If bad news is indispensable to the purveying of good news (witness the sinking of *The Saturday Evening Post*), then it is time that the press had one last titanic field day before its bottom is torn off by the TV mike.

In their book *I'll Buy You a House Or I'll Dress You in Mourning* (Simon

& Schuster, 1968) Collins and Lapierre record the revival of bull-fighting in Spain as a direct and immediate consequence of tv. Until the late 1950's and after the death of Manolete, the bull-ring was in the doldrums. This unwobbling pivot of Spanish life began to warble as never before with the arrival of tv. Even more than soccer or football, the tv medium reveals the drama and skills, the courage and suffering of the participants. Radio may have been a break for Franco, and other tribal chieftains. tv was a breakthrough for the bull-ring. It revels in processes.

14.2.69

MARSHALL MCLUHAN

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## Apeneck Sweeney

*The lengthened Shadow of a man  
Is history, said Emerson  
Who had not seen the silhouette  
Of Sweeney straddled in the sun.*

Mr. Eliot's fondness for jokes gets full play in this four line put-down of Emerson. Emerson is the perfect symbol of Boston's literate, rational, cultural *élite* and his straight line progressive vision of history is here delightfully ridiculed. Emerson is crushed between two worlds, both represented by Sweeney, the mysterious figure with the wild, crude characteristics commonly associated with the bog Irish who appears first in four poems published in the *Little Review* in 1918. At first glance he looks like a new barbarian crawling out of what Joyce somewhere called the 'afterthought of Europe' into the ruins of Western society. In 'Sweeney Erect,' the poem in which Eliot introduces his jazz-age tribal man among the wasps of Boston's Beacon Hill, he sets up a parallel between pre-literate Gaelic Ireland and the modern post-literate Boston world of the clannish Irish Mafia. Emerson had not imagined this 'missing link' between the two worlds. In the poem Eliot succeeds in spoofing the *literati* for being too interested in the pastness of past mythologies, too literal minded to recognize this refugee from the Celtic Twilight, who has taken over their world. Sweeney casts an unforseen barbarian shadow over the world where 'the women come and go/ Talking of Michelangelo.'

Sweeney, the caricature caveman, becomes one of Eliot's favorite characters.

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This essay by a fourth year undergrad, Michael O'Brien, is a major breakthrough in Eliot studies. i.e. It reveals the breakdown in the older pattern of faculty monopoly of advanced studies.

*Apeneck Sweeney spreads his knees  
 Letting his arms hang down to laugh,  
 The zebra stripes along his jaw  
 Swelling to maculate giraffe.*

Although Sweeney's appearances are always comic this aspect of his role does not at all prevent Eliot from using him simultaneously for serious purposes. He appears in *The Waste Land* and is the protagonist of a poem which seems to be a recasting of the theme of *The Waste Land* in dramatic form. Because of the importance Eliot gives him Sweeney's background and his role in the poetry are worth investigating.

In an essay on Joyce's *Ulysses*, Eliot expressed the view that the artist must in future use the mythical method as 'a way of controlling, of ordering, of giving shape and significance to the immense panorama of futility and anarchy which is contemporary history.' Eliot had earlier published a paper on myth and the modern theatre in Wyndham Lewis's *Tyro* of 1922. In it he had complained that though the theatre was 'naturally the best platform for myth' it was then – with the possible exception of the music hall – quite barren. It seems reasonable, therefore, to look for a mythical figure as the star of Eliot's own music hall drama, *Sweeney Agonistes*.

The mythical figure whom Eliot did use in his 'parallel between contemporaneity and antiquity' was Suibhne the Mad whose story J. G. O'Keeffe translated from the Gaelic for the Irish Text Society in 1913. The title of the Middle-Irish romance was *Buile Suibhne* [*The Frenzy of Suibhne*]. It tells the story of a mad Irish king who lives among the birds. The correspondence between the titles *Sweeney Agonistes* and *The Frenzy of Suibhne* and between his fate and that of 'Sweeney Among the Nightingales' is obvious; but, a discussion of Sweeney as he appears in Eliot's poetry will help make clearer his relationship to the Suibhne of the Middle-Irish tale.

Many of the themes of the poem in which Sweeney appears are included in capsule form in the two epigraphs to *Sweeney Agonistes*. These epigraphs indicate to us that Sweeney is being pursued by Furies like Orestes and that he is alone in his awareness of the situation. The quotation from Saint John of the Cross [Hence the soul cannot be possessed of divine union, until it has

divested itself of the love of created things] hints that this awareness might be a necessary first step on the road to salvation.

One of the most obvious points about Eliot's Sweeney is that he is a figure in a waste land. He exists in a fragmented society with which he can not communicate. He associates with modern echoes of ancient ritual hunting:

*The sound of horns and motors, which shall bring  
Sweeney to Mrs. Porter in the spring.*

Mrs. Porter, we later learn, is the Queen of Hearts, a madam. She and Doris and Dusty are birds like those referred to in 'Sweeney Among the Nightingales.' They are preparing for Sweeney's coming with a sort of perverted religious ritual. 'They wash their feet in soda water' in *The Waste Land* and in mustard and water in *Sweeney Agonistes*. In the Grail legends, the washing of the feet preceded the restoration of the Fisher King and Apeneck Sweeney, strange as it may seem, is a type of the Fisher King and himself, in his notes, indicates that all characters in *The Waste Land* are essentially subsumed under the one. In *Sweeney Agonistes*, Sweeney appears both as the sick Fisher King and as the Restorer.

Other of the characters associated with Sweeney keep reappearing from poem to poem. Doris in *Sweeney Agonistes* replaces 'Madame Sosostris, famous clairvoyant.' She too uses 'a wicked pack of cards' and reflects Madame Sosostris's comment, 'One must be so careful these days' in her remark, 'A woman runs a terrible risk.' Sweeney is a restorer of their waste land. He is the opposite of a hollow man. He is much more a 'lost violent soul.' Who else could be referred to in these lines at the end of *The Waste Land*:

*My friend, blood shaking my heart  
The awful daring of a moment's surrender  
Which an age of prudence can never retract  
By this, and this only, we have existed.*

The lost violent souls are the ones who keep us alive. They are the opposite of the living dead, the hollow men who appear in *The Waste Land* as the inhabitants of the unreal city:

*We who are living are now dying  
With a little patience.*

Sweeney, however, as we have seen has been shocked by the sounds of this city into some sort of awareness.

It is his capability for facing the inexorable reality of a situation that sets Sweeney off from the hollow man. Sweeney is like Mistah Kurtz who also lives in a waste land – the Heart of Darkness – and the announcement of whose death provides the epigraph for ‘The Hollow Men.’ Kurtz was ‘a remarkable man’ and had a gaze ‘wide enough to embrace the whole universe, piercing enough to penetrate all the hearts that beat in the darkness. He had summed up – he had judged “The horror”.’ Hollow men are incapable of anything even death. But Kurtz, who like Sweeney was a lost violent soul, dies after his succinct summation. He is like the Sweeney of *Sweeney Agonistes* who has found out the three facts of ‘birth, copulation, and death,’ the Sweeney whom Eliot described in the last essay in *The Use of Poetry and the Use of Criticism* as a character ‘whose sensibility and intelligence should be on the plane of the most sensitive and intelligent member of the audience.’

Sweeney is in short a creature who ‘has divested itself of the love of created beings’ and thus taken the first step toward divine union.’ This type of growth is only kept available by Sweeney as a ‘lost violent soul.’ Hollow men are incapable of such movement. It is significant that three sections of ‘The Hollow Men’ had originally been called ‘Doris’ Dream Song.’ Doris in *Sweeney Agonistes* does not want to face up to the reality of life as it is seen by Sweeney:

*I don't like eggs, I never liked eggs  
and I don't like life on your crocodile isle  
That's not life, that's no life  
why I'd just as soon be dead.*

Sweeney comes down hard at this point:

*That's what life is. Just is  
Life is death.*

Sweeney then explains how he achieved his insight. It was through violence – murder. This theme of violence as a movement towards awareness is used again by Eliot in *The Family Reunion*. Harry, who is like Sweeney an Orestes figure, says this about murdering his wife:

*It was only reversing the senseless direction  
For a momentary rest on the burning wheel  
That cloudless night in the mid-Atlantic  
When I pushed her over.*

While the violence itself is not the knowledge it is only the people capable of violence, capable in fact of any sort of action who recognize 'the horror, the horror.' These people force 'the hollow men' to recognize their situation. Thomas does this for the Chorus in *Murder in the Cathedral*. Sweeney does it for the others in *Sweeney Agonistes*. Harry does it for the characters in *The Family Reunion*. These are the people, who unlike the hollow man Prufrock, are able to 'force the moment to its crisis.' Hollow men don't want to face up like Charles in *The Family Reunion*; they think, 'You mustn't indulge in such dangerous fancies.' But the violent man because of his action is pursued by Furies and is forced to recognize the situation. He has to work out a curse which eventually proves beneficial. It is through this curse motif that Eliot introduces what ends up as grace: a vision of the waste land reality of the natural world which is preparatory to the acceptance of the necessity for spiritual values, pre-evangelism, in the manner of the Book of Job. When one is forced to face hell, one then begins to look for heaven.

All these themes are involved in the two epigraphs to *Sweeney Agonistes*. Sweeney is under a curse like Orestes for murder and is pursued by Furies. These Furies are going to force him to face the horror of life on a natural plane, which, if we recall, is the plane on which we first find Sweeney in his bath instead of at 'Mr. Eliot's Sunday Service.' The nightingale which Eliot uses to refer to Mrs. Porter and Doris also represents the Furies. In Sophocles's *Oedipus at Colonus*, the Eumenides' sacred grove is full of the voices of many nightingales. Harry, in *The Family Reunion*, also associates the Eumenides with nightingales:

*In Italy, from behind the nightingale's thicket,  
The eyes stared at me, and corrupted that song.*

Sweeney like Orestes is the only one able to recognize the horror, the only one able to see 'them' and he has certainly divested himself of the love of created beings as Saint John of the Cross requires. He doesn't make the final step towards divine union – these are fragments not a finished drama – but the ability to do so seems to be clear. He lacks the guide whom Harry finds in Agatha in *The Family Reunion*. She helps him make use of his own insight and to recognize the essentially benevolent nature of the curse he is under and of the Eumenides – the kindly ones. Sweeney, however, is still at the stage where he is afraid of the hoo-ha's coming after him. But at the end of the agon he is awaiting the hangman who is knocking at the door. We know from *The Waste Land* that the hangman is Christ who like Sweeney comes in the spring to devour us. Sweeney has succeeded in dragging the Chorus to consciousness with him. Like Thomas in *Murder in the Cathedral* and Harry in *The Family Reunion* Sweeney comes to wake those who would prefer to sleep. His suffering may save everyone. Agatha says to Harry:

*It is possible  
You are the consciousness of your unhappy family  
Its bird sent through the purgatorial flame  
Indeed it is possible. You may learn hereafter,  
Moving alone through flames of ice, chosen  
To resolve the enchantment under which we suffer.*

Keeping these themes in mind we can return to the tale of Suibhne and see what Eliot found in it of interest. Suibhne is quite literally the Fisher King. At one point he describes himself rather poignantly as

*fishing in springtime  
the meandering Shannon  
Often do I reach  
the land I have set in order*

These lines inevitably recall *The Waste Land*:

*I sat upon the shore  
Fishing, with the arid plain behind me  
Shall I at least set my lands in order?*

Suibhne comes under a curse because of his attack on the Church of Christ. He attacks the Church in the person of its priest, Saint Ronan, and its book, the Psalter, which he casts away, and its people one of whom he murders. Saint Ronan then curses him to life on the natural plane among the birds where he will live as any bird. Later his suffering is described as the inevitable result of a whole people rejecting the word of God from his Saints. This war against the word results in a barren life among the birds just as Eliot's waste land is the result of the secularization of civilization. The curse comes into effect during a great battle when horrible sounds of combat drive Suibhne from his companions to exile among the birds. O'Keeffe notes that this battle was of great historical importance in Irish history as was World War I to which *Sweeney Agonistes* is clearly linked. It was the sound which drove Sweeney to his 'birds' — Mrs. Porter and the rest. Suibhne then learns of the horror of life lived on a strictly natural plane. He is described as neither living nor dead and several times talks of himself as dead. He is pursued by horrible figures so reminiscent of Orestes' Furies that O'Keeffe conjectures the poet must have been familiar with Orestes' story. He experiences the horrible sense of isolation and fear which Sweeney suffers. Like Sweeney, he 'does a girl in.' She dies in the sea like Harry's wife rather than in a bath like Sweeney's girl. But Sweeney's mentioning of lysol points up rather crudely but clearly the possible cleansing effects of the murder. Suibhne is then afraid of the consequences and says so in words which suggest Sweeney's situation:

*for I am the most discontented and unhappy  
creature in the world, for neither rest nor  
slumber comes on my eyes for fear of my being  
slain.*

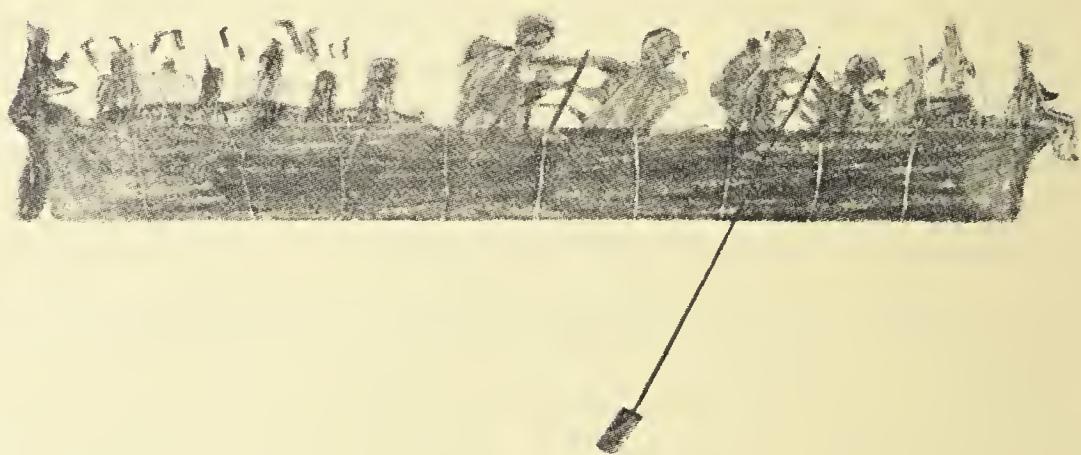
The curse of Suibhne is under eventually works out to his spiritual benefit. He finds an adviser, much as Harry finds Agatha, who helps him develop his

spiritual insight and though he is murdered as a result of a sordid little plot he is assured of divine union before his death. The circumstances of his murder suggest the 'plot' of 'Sweeney Among the Nightingales' where the Sacred Heart, Agamemnon, death and dung, are brought together in a very similar fashion. The raven which lurks so ominously in 'Sweeney Among the Nightingales' is used for similar effect in the Gaelic tale when Suibhne's suffering is prophesied.

In the poems in which Sweeney appears Eliot was attempting to present a view of a formless, chaotic but highly energized world, the world after World War I. More particularly he was trying to portray the utter barrenness of a completely secularized society and the possibility for redemption inherent in its energy. The story of Suibhne offered Eliot the same sort of parallel to a modern situation as that provided for Joyce by the story of Odysseus. In his essay on Joyce's *Ulysses* Eliot points out both his and Joyce's common indebtedness to Yeats's earlier experiments with relevant Celtic mythological parallels. In the story of Suibhne the Mad Eliot found a parallel which permitted him to bring into a single focus his vision of the Boston Irish Sweeney and a much older Celtic figure, the hero of the Grail legend.

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Excerpts from: **The Story of Comock the Eskimo**  
as told to Robert Flaherty  
edited by Edmund Carpenter



In the year 1912 I was in a little Hudson's Bay Company post at Cape Wolstenholme, the northeast extreme of Hudson Bay. Over breakfast one morning the manager of the post said, 'How about some hunting? We'll take the sloop and sail around the nose of Cape Wolstenholme. We might see something in the way of game. A walrus, perhaps, or possibly a bear among the cliffs.'

We started. We came to a ledge jutting off from the cliff face, landed upon it and, climbing up some fifty feet, sat down. I was looking through my glass at thousands of little specks, sea pigeons flying among the rocks of a nearby island. Suddenly on the water before the island I saw a small boat rowing toward us. It sprawled clumsily over the lumpy sea. It drew nearer. Its occupants were Eskimos. A man was steering at the stern, two others were at the oars. It drew nearer, close in. It was almost a third as broad as it was long, which was not more than fifteen feet, but within it we counted thirteen people, grown-ups and children, huddled together, and among them two dogs as well. Over the children and the dogs a woman held a stick to hit them if by moving suddenly they should threaten the balance of the cockleshell. Why the amazing craft did not capsize we could not understand, until I saw its

waterline, a series of inflated seal bladders tied at intervals around it. They alone kept the craft afloat. The Eskimos, their dogs – as wild as wolves – cowering between their legs, stared at us out of their twinkling slant-eyes. They looked like something half bird and half man for their costumes were not made of the usual deerskin or bearskin or hairy seal, but of the skins of the ivory duck, feathers and all, sewn together. They were not afraid. The mother's babe that she carried naked in the hood of her *koolitah* [parka] suddenly crawled halfway out along her bare shoulder, looked up at us for a few moments with big brown eyes, then stuck out its tiny arm and smiled. That broke the ice. I took its hand, it smiled again, the mother smiled and then the father, one of the finest looking Eskimos I have ever seen. He had a long, finely chiseled nose, a chin as solid as a rock and penetrating, far-seeing eyes. His hair hung to his shoulders. 'Chimo [hi!]', he said. 'Chimo,' echoed his wife.

'Chimo,' piped the children. The mother twitched her shoulder on which the baby lay; it understood and smiled again.

'Who are you?' I asked.

'My name is Comock,' he answered, smiling expectantly.

'Where in the world have you come from?'

'From far away, from big island, from far over there,' he answered, pointing out to the west. 'You see, our *umiak* [boat] is not very good,' and he laughed and his family laughed with him. We took them all aboard and, with this incredible contraption in tow, sailed on back toward the post. He told me this story.

The dogs between sleep kept watching us and when we had built our igloo and from the inside cut out the door and crawled out, they were all around us howling for their seal. I had to use my long whip to keep them away, and then our wives crept inside and they were all smiling for they were away from the burn of the cold, and they lit our seal-oil lamps and put our willow mats and deerskins down while the children chewed their pieces of raw seal. Outside we gave our dogs their meat, and then they bedded themselves in the snow in the shelter of the sleds and the igloo, and let the snow cover them

again. Annunglung and I went inside, and our wives cut seal meat and filled our mouths, and we said the night was full of good signs, though there were growls now and then running through the ice, growing louder and louder as they came toward us, and sounding in our ears like Nanook the bear rushing toward the spear, but I said, 'Never mind, there is always growling from the sea.' So we fell asleep, cold though our igloo was, as a new igloo always is when there is no wind.

When I awakened I was happy, for our ice window was blue, and by that I knew that there was no snow-smoke in the air. My head wife made fire in her willow down, and she blew it into a flame and lit the lamp. 'Look at our children, Comock,' she said, 'they are warm.' There were little smokes rising from the deerskin robes under which they slept.

It was black with darkness, and I had to walk from one to another feeling their hands. We stumbled in our walking and fell down, but we held our hands and we got into the hollow of some big blocks of ice. We stood there until the light came into the sky and then we tried to see across the open water which was not far, but we could not see well, for it was covered with its own thick smoking from the cold. I was glad we could not see, for we could do nothing even if we did see our people and my wife still had her fits of screaming.

I went off to see the place where our igloo had been standing but there was only the smoke and water of the sea. Everything – all but one sled – was gone. All that we owned was gone – the willow mats, the deerskins, the



stone pots, the stone lamp for our snow melting, all my knives, spears, harpoons – everything gone. Then a thought struck me and I was truly frightened and I walked fast and I called out to my wife as I walked, 'The stones, the stones – have you got them?'

'The stones, did you say?' asked my wife, and she stood still and she looked frightened.

'Yes,' I said, 'the stones, have you got them?' Then quickly her hands went to the pouch in her koolitah. And for a long time she was feeling. And then at last, 'Yes, Comock,' she said, 'I've got them.' They were the stones we must have to make the sparks for our fires.

Then I said to my wife, 'There surely will not be time for grieving now. Everything is gone. We have only one sled, my ivory knife with which to cut the snow blocks for our igloo building and your stones for fire-making.'

My wife said, 'It is well, Comock, we have something.'

'Yes,' I said, 'but no spears, no harpoons – we cannot kill bear – we cannot kill seal.'

'There are the dogs,' my wife said, 'and there are the harnesses of the dogs that are gone. We can eat them,' my wife said.

'No,' said my eldest son, 'we cannot eat the harnesses. The harnesses they are gone. They were tied to the lost sleds.'

'Well, anyway, there are the dogs,' my wife said.

'Ae,' I said, 'there are the dogs.'

'Ae,' said everyone.



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## Puppets and Greek Tragedy: The Dream Landscape

The connection between puppetry and Greek tragedy may appear to be, at best, obscure. It is, none the less, a connection which I have been pursuing with unabated ardor for twenty years, and which seems continually more promising the further my explorations take me. Puppetry is an art relegated, in the Western world at least, to seaside spectacles and children's parties. Its unique possibilities have always been recognized by a few – never by enough, unfortunately, to break down the barrier of public inattention. In 1964, at the request of a major university press, I wrote a book describing my work, and the relevance I had found the puppet to have to such dramatists as Sophocles, Marlowe, Molière and Racine. I was immediately attacked by one reviewer – an *aficionado* – for flogging a dead horse; my ideas, he claimed, had already been formulated by American puppeteers of the so-called revival in the twenties and thirties. I would be the last to quarrel with him. The fact remains that my book was unhesitatingly placed by the Lincoln Center librarian in the children's section. Obviously, a great deal of education has still to be done.

I was first drawn to the puppet – more specifically, the marionette – for what might be called archaeological reasons. My prime interest has always been in Greek drama, and, particularly, in the problems of reviving that drama for modern audiences. It is generally agreed that the problems are formidable. Time and sanctity have done their worst. No plays, perhaps, have suffered more from the aura of greatness. We attend Greek tragedy, most of us, out of a curiosity born of piety and scholarship. We are politely bored by what, we are assured, is a religious exercise. *Tedium laudamus*.

But even if one can surmount this barrier; if one can convince the public that the plays are valuable, and viable, and capable of speaking to the modern condition; one still must cope with the enormous problems of transposition. There are good translations, in plenty; some of them even actable. That barrier at least has been broken. But how does one mount the play? The

revival of any dramatic work is an act of translation which involves far more than language. A playwright works within a given set of theatrical conditions, and for an audience which brings certain preconceptions to the performance. These conditions and preconceptions change rapidly and radically. If our knowledge of the Elizabethan public playhouse were complete, and we could reproduce every vocal nuance and physical detail of the performances that Shakespeare saw, we would still have to face the fact that the audience has changed. Adjustments would have to be made. The intelligent director proceeds on the assumptions that guide the knowledgeable translator: the spirit is preferable to the letter.

The problems of Greek drama are particularly pressing because the poet was compelled, by the conditions of his environment, to use a theatrical grammar that is not ours. Nicholas Stuart Gray once wrote a play for children about a giant who was so large that he was invisible. This makes an acceptable metaphor for the fundamental difficulty of Greek play revival. There is one problem which is so enormous that it is rarely considered. It is, as it happens, the factor of size.

Ancient theaters were, by modern standards, enormous. This is a fact so obvious that we tend to ignore its full implications. It is, perhaps, something which has to be seen to be appreciated. One has to be present on the site – and preferably at a performance, at Epidaurus, at the Odeum of Herodes Atticus in Athens, at Ostia, at Delphi, at Syracuse – to realize how this scale affects the actors and their audience. Conservative estimates give the Theater of Dionysus in Athens 17,000 spectators; in the fifth century, most of the population who wished to attend could have been accommodated at one performance. Epidaurus held 14,000 in antiquity and rather more today, now that the *cavea* has been restored for the annual festivals of ancient drama. The theater at Corinth held, at the lowest estimate, 15,000. The conjectured capacity of others is little short of fantastic – 44,000 for Megalopolis, 56,000 for Ephesus. Of course, many were smaller than this. Delphi was of more modest capacity, and some of the deme-theaters scattered over Attica would have held little more than a few hundred. The fact remains that in the principal centers, for which the productions were originally designed, the acting space was dwarfed by the auditorium, and

the dramatist had to work with these proportions in mind.

In modern theaters proportions are significantly different. Northern climates are less sympathetic to the outdoor playgoer, and theaters must be roofed in. An enclosed theater means a smaller auditorium, and more complex stage mechanics need more space. To take a few examples at random, the old Metropolitan Opera House in New York held a mere 3,000, Bayreuth 1,300, the Salzburg Festspielhaus 2,300 and the Shakespeare Festival Theater at Ashland, Oregon (although an open-air theater) approximately 1,200. In this respect there can be no real comparison between the ancient theater and the modern, or between the tasks imposed on actors and playwrights of the respective periods. Obviously the Greek audience could see comparatively little. Only the broadest gestures of the actors would be observed. Facial expression, the modern actor's most important tool, was out of the question. Even if the actor had not worn a mask, it would have been impossible for the audience at the rear of the *cavea* to see and respond. They would receive only the most general impression of a character's movements and appearance; the chorus, similarly, would be visible only as a pattern of colored dots deployed across the surface of the orchestra, like a *corps de ballet* seen from the topmost gallery of an opera house. Most of the audience would have been conscious of the chorus not as individuals but as an integrated group. The mass effect would have been everything, and the small details of movement or appearance would have counted for nothing. When ancient, or modern, works are given today in the ancient theaters, the effect is the same.

In the Greek theater, therefore, the ear was more important than the eye. Acoustics were uniformly good, often excellent, and although the spectators could see little, they could hear remarkably well. The dramatist was compelled to rely on the spoken word for most of his effects. Any important point had to be made orally, rather than visually. The playwright's technique employed narration in preference to demonstration, for a significant piece of stage business might be overlooked and the point missed. This, then, is the fundamental difference between the Greek theater and the modern; where the modern theater is primarily a theater of sight, the ancient was a theater of sound. It has often been urged, for this reason, that the ideal medium for Greek drama in our time is sound radio rather than live stage performance.

The use of a totally oral medium places the audience in an approximation to the position of the Greek spectator.

When we revive the plays in the smaller confines of a modern theater, these values are significantly distorted. We can see more; we need to hear less. When we can observe the actor's face working, we do not have to be told that he is angry. When we can watch the characters going about their business, we do not need to be told what they are doing. Many lines and several stylistic devices, automatically become redundant. The recourse to rhetoric was a necessity to the ancient theater; it is not to ours. It is in the cinema that this problem becomes most acute. Significantly, Michael Cacoyanni's film of Euripides' *Electra* – to my mind, the only successful film of Greek tragedy yet made – achieves its effect by using only one third of the original text. The rest is replaced by visual images.

It is in this respect that the marionette becomes useful. In my performances I seek to restore the lost dimension of Greek tragedy by producing an equivalent of the distance that separated the audience from the original production. The play is seen, as it were, through the wrong end of a telescope. Once more, the characters are dwarfed by their environment. The puppet is limited by his nature to a small range of broadly expressive gestures. His face, like the mask, is immobile – though it has the great advantage of the mask, that the audience may project on it, through their imaginations, any emotion that the language suggests. Once more, the language must carry the play, and the action is restored, in every sense, to the proper perspective.

Other values suggest themselves. The Greek dramatist places his characters in a setting that was spatially and temporally undefined, and so infinitely flexible. Against the ubiquitous and anonymous scenic facade, the characters could create their own settings by language, and change these settings at will as the action proceeded. The unity of place which the Renaissance critics professed to find in Greek tragedy is, at most, superficial. Although the general sphere of action may be broadly defined, individual elements appear and disappear according to the exigencies of the immediate moment. What is the precise geographical location of Philoctetes' cave? And where exactly does Agamemnon's tomb stand in relation to Clytemnestra's palace? It does not matter. They can be conjured up at need, by words alone, or by an

allusion to one of the permanent architectural elements of the theater. When the need is past they vanish into the neutrality of the all-purpose background.

This scenic fluidity (most obvious, of course, in Greek comedy) communicates itself to the characters. They too can continually recreate themselves, in terms of their immediate emotional environment. The *non sequiturs* and breaches of logic common to both Greek tragedy and comedy that puzzle and infuriate the traditional critics and drive them to desperate feats of interpretation spring largely from this cause. Greek drama, like the *noh* play, operates in a dream landscape, where a character's function tends to be determined by who he is talking to, and where the chorus, particularly, may speak the thoughts of any character as well as their own.

Certain modern parallels for these phenomena of Old Comedy suggest themselves, but they are not to be found on the legitimate stage. One is radio, and particularly radio comedy. As was remarked above, the radio scriptwriter is substantially in the position in which Aristophanes found himself; because of the nature of his medium, he need acknowledge no limitations, and no containing factors, except those which he cares to create for himself, for radio drama exists in the individual moment and the auditor is denied the opportunity of looking back or forward. Thus we find that in the radio comedy which flourished both in Great Britain and in the United States during the 'thirties and 'forties, the same principles apply. It is the immediate joke that is important, and all else is subordinate. The same is true of more serious radio drama, for instance: the plays of Samuel Beckett which were originally created for this medium. Beckett's preoccupation with the importance of the individual moment in life is surely influenced, in some part, by the importance of the moment in radio. Aristophanes' world is that of the animated cartoon, where the creative artist can make his own rules as he proceeds, and change those rules as the need arises. The film on which he creates his images is blank; in space and time its range is infinitely extendable. Thus he is able to recreate the image for each individual moment, and again it is the immediate joke which is important, and nothing else. The cat chasing the mouse runs at full speed into the mousehole and his face is distorted out of shape. The comic point is made; when next we see him, his face has resumed its normal appearance. The cat is handed a bomb by the mouse,

and flames and billowing smoke fill the screen; the cat is revealed with all his fur burnt off. When next we see him, however, the fur has by some mysterious process grown again, and we are ready for the next comic incident. This is not extravagant or haphazard; it is, in fact, a measure of strict economy, for the principle is that an effect shall not be continued after it has outlived its dramatic usefulness. So it is in Greek comedy. Once a point has been made the author can wipe the slate clean and go on to something else. Modern actors who seek for a consistent character-interpretation are doomed to disappointment, for Aristophanes offers them no such thing. What they find instead is a series of different impersonations linked by a name and a few distinguishing traits. The same features appear, though less obviously, in Greek tragedy.

It is here that puppetry produces some surprising advantages. I should point out that I offer my performances as solo readings, taking all the parts – and telling myself that I am recreating the theatre of Aeschylus, who was his own director, choreographer and performer, as mouthpiece for his poetry. And in such a performance it is easy to interchange voices, to induce the same fluidity among the characters that the text suggests. A moment from *Medea* will illustrate my meaning. This is a play so symmetrically constructed that the second half presents, in reverse order, the events of the first – but from another point of view. In the first half we see a Medea who is passive, sympathetic, suffering. She loses her home, her security, her husband. At the end of her great quarrel scene with Jason, she is at the lowest point of her fortunes. Then the wheel turns. Aigeus arrives with his offer of refuge; and Medea, heartened, becomes active, revengeful, vicious. Her revenge is mathematically complete. She inflicts on Jason an exact equivalent of the fate he inflicted on her. At the end of the play Jason is reduced to the position in which she was placed at the end of the first half. He has lost home and family; he too will be driven into exile. Euripides reinforces this parallelism by conscious verbal additional repetition. I found in performance that I was giving it additional reinforcement by a device which was, at first, unconscious. My Medea and Jason had changed voices.

This is an avenue which must, obviously, be explored further, together with other aspects of the mechanical operation which suggest a thematic

relationship to Greek drama. Juxtaposition of human figure and puppet actor is worth investigating: so is the use of the half-seen figure of the operator to suggest the control of the characters by forces larger than themselves, as in the Japanese *bunraku* where the pitiful struggles of the characters against a system they are powerless to change are reinforced by the gigantic figures who manipulate them. The puppet theatre has traditionally failed to capture adult attention by insisting on regarding itself as a human theatre in miniature. The film has long since ceased to imitate stage plays. By exploiting the potentialities of its own medium, the puppet theatre could be as vital a communicative force as the modern cinema.

PETER ARNOTT, University of Iowa.

*A paper presented to a seminar held under the auspices of the Drama Centre, University of Toronto, Peter Arnott's marionette version of his own translation of Sophocles' Oedipus Rex was presented on the evening before this paper. Dr. Arnott said that he fully intended the marionettes to be an extension of himself as actor. His marionette Oedipus Rex, perhaps the outstanding theater event of this season, was dominated by the head and torso and arms and especially the hands of the puppeteer.*



## Gentlemen (and scholars) of the Press

**S**OUTHAM FELLOWS for '68-'69, their wives and a friend meet (above) at the Massey College fountain during a reception in their honour. From left to right they are: WARREN GERARD, *Globe and Mail*, Toronto; Mrs. Gerard; MARCEL DESJARDINS, *Le Droit*, Ottawa; Mrs. Vickers; REGINALD VICKERS, *Calgary Herald*; Mrs. Jackman; PETER JACKMAN, *Ottawa Journal*; Miss Wendy Wallace and, bending down, GARY OAKES of the *Telegram*, Toronto.

The Southam Fellowships, established in 1962, have to date given 33 young editors and reporters an opportunity to broaden their intellectual base by an academic year at University of Toronto. The Fellowships provide tuition fees, underwrite salaries to a stated maximum from September to May, and pay the cost of moving out-of-town journalists and their families to and from Toronto.

Massey College is headquarters for successful candidates: those who are male and unmarried live in the College. In consultation with a University adviser, Fellows take any subjects they believe will help them to advance professionally. For them there are no exams, degrees or diplomas. (Continued)

# *Southam Fellows 1962-68*

## **1962-63**

STEPHEN G. FRANKLIN  
WILLIAM GOLD  
ANDREW W. MACFARLANE  
CLAUDE TESSIER

*Weekend Magazine*  
*Calgary Herald*, now with *Hamilton Spectator*  
*Toronto Telegram*  
*Le Soleil-L'Evenement Journal*, Quebec

## **1963-64**

ROBERT ABRA  
JOHN BEST  
ROBERT CAMPBELL  
ROBIN GREEN  
RICHARD SNELL

*Canadian Broadcasting Corporation*, Ottawa  
*The Canadian Press*, Ottawa  
*Hamilton Spectator*  
*Globe and Mail*, Toronto  
*Toronto Star*, now with *Ontario Housing Corp.*

## **1964-65**

ARNOLD BRUNER  
MARILYN COOPER  
ALLAN FOTHERINGHAM  
ALAN MORTON

*Toronto Star*, now with *Dept. of Education*  
*Globe and Mail*, Toronto  
*Vancouver Sun*  
*Hamilton Spectator*, now with *Business Week*

## **1965-66**

ALAN ANDERSON  
HOWARD E. BENNETT  
MARIO CARDINAL  
CARMAN W. CUMMING  
DONNA DILSCHNEIDER

*Toronto Telegram*  
*Dufferin Leader*, Carman, Man.  
*Montreal Le Devoir*, now with *Quebec Le Soleil*  
*The Canadian Press*  
*Ottawa Citizen*

## **1966-67**

FRANK ADAMS  
DENIS J. GRAYHURST  
RICHARD PURSER  
ROBERT JAMES STEWART  
BERNARD TIERNEY

*Globe and Mail*, Toronto  
*Kitchener-Waterloo Record*  
*F.P. Publications*, Washington  
*Financial Times*, Montreal  
*Edmonton Journal*

## **1967-68**

YVES BERNIER  
JAMES FERRABEE  
PETER W. MOON  
PETER WARD  
BARRIE W. ZWICKER

*Quebec Le Soleil*  
*Montreal Gazette*  
*Hamilton Spectator*  
*Toronto Telegram*  
*Globe and Mail*, Toronto

# To each his own Utopia

(Continued from page 15)

to two per cent, which is quite a mammoth accomplishment in a period when the GNP itself was rising quite rapidly.

One estimate for the next decade is that we will increase our numbers by 50 per cent and our share of the GNP from two to three per cent. At present about half of our money comes through private hands in the way of endowments and gifts and tuition and fees. We would hope to maintain that ratio.

We might say the road ahead looks a good deal easier — yet higher education in the United States has probably the most serious set of problems in its history and is in the depths of despair. Some are based on the triumphs of the last decade, some on new factors — the great civil rights revolution in the United States and the new attitude of students across the nation and around the world. The campus is torn to pieces by the conflict between the general view of the desirability of integration of the races and the new demand for black separatism.

In reply to a questionnaire from our Commission, universities and colleges cite an almost endless list of problems — faculty power or student power or black power or political pressures from the outside or bureaucratic controls. One president summarized the situation in a sentence. "The greatest

single problem on my campus at this time," he said, "is that I've taken to drinking too much."

## *Students and government*

I have found that students handle disciplinary matters with great good judgment. I would personally be quite willing to see them take on, as juries do in our common law system, a good deal of the responsibility and in many situations the total responsibility for discipline. I think they have a great contribution to make in helping to develop the undergraduate curriculum.

When it comes to problems like the best and most productive way to invest an endowment I think their contribution is minimal. I favour the system of a board of governors of lay individuals, possibly joined either by members of the faculty or persons chosen by the faculty, possibly some student representation or people chosen by students. If properly selected, I think the lay board can serve as a buffer between the campus and the changing political views and strengths of different elements of the surrounding population. I favour some way of screening members of the board before they're appointed, as we screen judges.

## *Help where it's needed*

In the United States a young person whose family is in the top half of the

income range has three times as good a chance of going to college as one whose family is in the bottom half. The Coleman Report, issued a year or so ago, compared a student ready to graduate from a segregated minority high school in a Northern city with a student at the same stage in any of the white high schools in neighboring suburbs. The former had the equivalent of a ninth grade education as against the twelfth grade education of the latter.

The Commission I head has recommended a realistic goal for 1976, the 200th anniversary of our Declaration of Independence: that, as a contribution to equality of opportunity, we try to bring in a million students beyond those who would otherwise come.

This would be extremely costly. But it would change the ratio of students from the top half of the economy to those in the bottom half — their chance to go to college — from three-to-one to two-to-one.

Our Commission has recommended that federal funds be made available in quite a major way for a civilian version of the G.I. Bill of Rights. Under that system the student would get support from the government and the institution he attends would get an allowance.

I think our problems are inherently soluble. I would think that American higher education, for having faced its problems and having solved them, will come out stronger than at the present time.

## Arts and Science re-forms

*(Continued from page 8)*

and Asian countries and cultures, both past and present, Africa, and so on. Combinations of courses can be chosen to create a program in environmental studies and in the many facets of modern society that defy disciplinary boundaries. A comprehensive and comparative study of most of the major religions of the world is now possible, an area of specialization of unequalled importance in our attempts to understand *homo sapiens*.

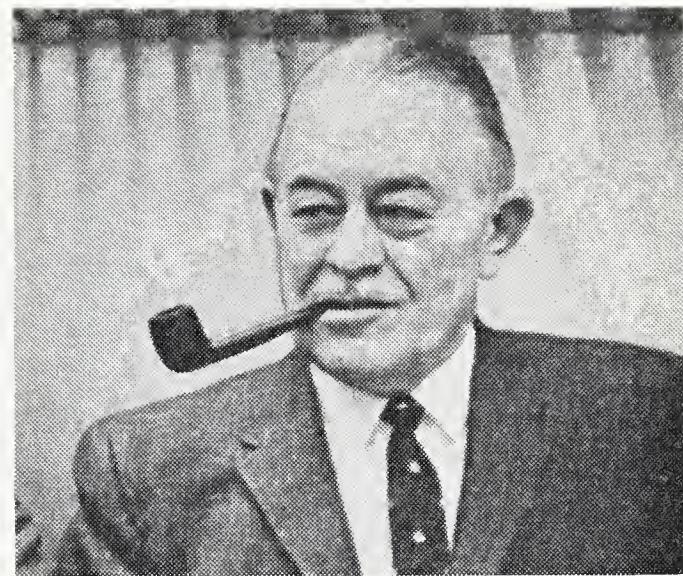
In addition to all this, we are developing, under the firm guidance of Professor J. M. Robson, a series of individual interdisciplinary courses, each complete in itself, that will call on the skills of instructors in several disciplines, who will co-operate with each other and with the students taking the course, to define and consider some topic of relevance to society.

Professor Robson has explained in more detail the way in which interdisciplinary study will be encouraged:

"Students are able to build their own programs, involving all degrees of specialization which may follow departmental programs or combined different disciplines. Some particularly attractive combinations which have long existed in the Faculty are still available under the new program.

"Another important area for combined studies will be found in the humanities, where students may wish to unite programs in English and history, English and philosophy, or history and philosophy. Such combinations allow for the inclusion of other subjects and so provide opportunities for period, area, or special studies of many kinds.

"The current tendency in graduate studies at this university and others toward interdisciplinary centres and institutes with an emphasis on the social sciences indicates the increasing value and validity of similar studies for undergraduates. Within the area of international studies the programs can take diverse forms: area studies such as Latin-American, African, or Canadian studies; an increasing number of courses are concerned with all aspects of African life and culture, especially in the upper years, and a student could combine this special interest with broader studies in political economy, history, and geography, or with studies in development or international relations. A wide range of courses in Canadian history, society, politics, economics, geography, and literature is available and these can be integrated with programs in one



Dr. J. R. H. Morgan is Special Officer (Secondary School Liaison)

or more of the relevant disciplines, developing year and sequence patterns.

"All of such programs may be drawn from the normal departmental offerings and it is clear that strongly established as well as new and experimental interdisciplinary combinations are available. In addition, sequences of new interdisciplinary courses are being developed. In 1969-70 it is planned to initiate four of these, reflecting different areas of strength in the Faculty and different approaches to teaching and learning. These four are 'Environmental Studies', 'Theory, Method, and Practice', 'Modernization and Community', and 'Revolutions'. In subsequent years further courses will be added to each sequence.

"'Environmental Studies' will present the problems deriving from the interactions between living organisms and their external milieu, problems that have been emerging with ever-

greater urgency as populations grow and technology develops. It will include, therefore, concerns ranging from ecology to public policy.

“‘Theory, Method, and Practice’, which, like the other sequences, will be demanding and challenging, will focus on the ways in which man assimilates information, forms concepts and theories, develops methods of solving problems and organizing knowledge, and moves on to practical applications. Thus, by involving science, social science, and humanities’ disciplines, it will range from epistemology to the implementation of policies.

“‘Modernization and Community’ is designed to explore two central aspects of modern society: disruptive social changes and their relation to the cohesion of human communities. A variety of approaches, with an emphasis on historical, sociological, and geographical considerations, will be united in a study of the ways in which such social changes as urbanization, industrialization, and bureaucracy have transformed the traditional community.

“‘Revolutions’ will investigate the great turning points, intellectual, moral, and political, in Western civilization. It will involve a close study of books, men, and societies from ancient to modern times.

“Each of these sequences will present to students an opportunity to investigate key problems in depth over a period of years. For some this will be an opportunity to broaden

their range beyond a specialized study in a related area; for others, it will be an opportunity to develop a core study that will unite other studies. All of these will be demanding courses, and enrolment in each will be limited.”

All of this means that the student will be faced with what may be an embarrassingly rich freedom of choice. He will need expert advice and counselling if he is to choose wisely. We shall play our part through the efforts of members of staff of each department, through the colleges, and, I am sure, through the voluntary action of the more senior students in the Faculty. We shall, however, rely even more heavily than in the past on the experience and wisdom of the secondary school guidance counsellors and teachers. It seems to me that what the student needs most of all is some sort of training in making decisions of this kind.

Perhaps it would be a useful exercise if a student could be asked to select five courses that he might wish to study at the University of Toronto and then try to justify his selection. Any inconsistencies between his choice and his declared aims could be examined to help him understand more clearly the problem he faces. It should be noted that no student is compelled to commit himself to any named program in first year. In general, it is possible for a student to change his mind almost completely during first year and to begin specializing in second year in an area that he had not previously considered.

In the past, students enrolled in Scarborough or Erindale Colleges or in the Division of Extension have been restricted to the General Arts or General Science Programs. With the new program, these divisions of the Faculty are liberated from these restrictions and will offer programs equivalent to those on the St. George Campus, restricted only by the number and the range of interest of the teaching staff available. Many of these courses will be identical with those offered on the St. George Campus, but some will be available only at Scarborough or Erindale because of the presence there of instructors with special skills and interests.

The new program contains all the desirable elements of our traditional and respected existing courses of study, so that no student will be denied the right to follow these well-worn paths. In addition, it provides

the opportunity for every single student to choose a program in each of his three or four years at this University that suits his particular needs and interests. Since we are one, very large, Faculty, embracing all the disciplines in the humanities, social sciences and natural sciences, there are no artificial barriers to student choice. Experts assure me that our timetable will be the most flexible one that can be devised by man or machine. The range of courses is very great indeed and it is easy for us now to develop new courses in response to student or faculty interest. We believe, unashamedly, that the new undergraduate program in Arts and Science at the University of Toronto will be unsurpassed anywhere in the world, and we are trying to persuade our students to agree with this assessment after they have been active participants in it.

## *The Pilgrim Monk*

*(Continued from page 16)*

down about his shoulders, and bound about by a strain of Indian beads — an Arikaree tribal relic manufactured in Jersey City. His shirt tail will be out, his blue jeans will apparently have mildewed in a ditch for months; and neither they nor he will never, under any circumstances, display any evidence of ever being washed. His feet, which are bare, also know not soap, neither have they lately encountered water. He will be distribut-

ing some kind of leaflet or pamphlet, which contains an example of the current extremes of pornography which the Supreme Court of the United States has declared to be permissible in the interest of freedom of the press; or else some violent and libelous denunciation of something or somebody, in the university, or else the government.

The pilgrim in question is not at the University to learn anything. He is there to tell others everything. His

qualifications for that purpose are a bit dubious. If you question him at length, as I have on occasion tried to do, you will find that his knowledge of history, economics, or political science, is almost nil. At best it is spotty and scattered, and intensely partisan. His knowledge of literature consists of intensive reading of James Joyce's *Ulysses*, and books by such people as Jack Kerouac, Allan Ginsberg, and others of their ilk. As far as music goes, his acquaintance with that noble art consists of listening to the jungle beat of bongo drums stepped up to the top volume of a cheap radio, and carried on at late hours when anyone who wants to sleep is forced to flee the vicinity — as is now the case, for example, in Yosemite National Park, which was once one of the favourite scenic beauty spots of California. He has probably never heard of Mozart, or Hayden, or Schubert; and if he were forced to listen to them he would be utterly disgusted. His idea of art consists of splashing violent colours on something, and then daubing meaningless designs in the colours, or perhaps sitting on them with a pair of corduroy trousers. Not long ago a fence was constructed in Berkeley to keep people from falling into an excavation for a new building. The pilgrim monks among the student body turned out *en masse* to do art work on the fence. They painted the panels with violent splotches of scarlet, orange, green and purple, with incomprehensible designs, varied with an occasional obscenity. The young man cannot write

English grammar; he cannot construct an intelligible English sentence. He is the product of what Americans call a secondary school education.

On the basis of these many qualifications, this pilgrim has come to tell everybody everything, and give orders. He is a member of a sizeable group; and the group is a well-organized one, which has come for a purpose. That purpose is to take over the university, control it, and operate it for revolutionary ends. Many of these people are not even registered on the campus. But there is little distinction as to those who are, because the registration fee is so small that anyone can register, and just simply ignore the instruction which is offered, until they are dropped for low grades or failure to take the examinations. Among these interlopers there are of course a good many *bona fide* students, who have joined the organization out of sheer idealism, or perhaps common student high spirits. They are anxious to improve the world, and in particular to improve the university; and the method which is obviously the chosen one is to make as much trouble as possible for what they call the Establishment, and some others call the representatives of Civilization.

These pilgrim monks have moved in on Berkeley, and they have endeavoured, with some degree of success, to take over the university. They represent, at a guess, some ten per cent of the student body; but in vociferousness, unruliness, and a disposition to violence and disorder, they far exceed the innocuous remainder of



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the student body. The movement which began at Berkeley has spread over the interval since 1963 over other universities in the United States.

The technique of the movement, now often repeated, is first of all to find something wrong, either in the university itself or outside of it, and to organize a protest movement. There is, of course, no great difficulty in finding something wrong with the education offered by any university in the world. It is particularly easy in the American universities, where the situation is frequently a very bad one. Our universities are too large, and the faculties are undermanned. We have a process of mass education in which some 700 students are packed into a classroom, and someone, perhaps a teaching assistant who graduated last year, reads them a lecture, written sometimes as long as seventeen years ago. Many students do not even bother to come to class, because they can buy notes on all these lectures at the campus book store. The best men on the faculty spend their time doing research. This is called education. Of course it is unsatisfactory, and of course something needs to be done

about it. In addition, there are housing problems; and there are discrimination problems and bad relations among races. The whole Negro situation in our country is an appalling thing; and when the students meet with it, they feel shocked and dismayed, and want to do something about it, and do it at once, which means now. There has also been the horrible experience of the Vietnam War, which we have got ourselves into, and now cannot find a way to get out of.

The protest movement is started when the pilgrim monks move into some university building, and in the name of freedom of speech endeavour to stop the university from functioning, and prevent anyone who disagrees with them from obtaining an education. There is a demand that the President of the university be fired. There is a demand that the curriculum be placed in the hands of these students (whose qualifications I have described) for purposes of revision, and that the appointments and promotions of faculty be under their control; and that the university accept their decision. If any such demand is conceded, new ones are promptly made.

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In the case of any institution of learning of any standing of which I have any knowledge, students have every right to be *heard* in connection with the curriculum of the university, and even faculty appointments and promotions. That is what the pilgrims already have, and it is what they do not want. They do not want to be heard; they insist upon being obeyed. They demand that the administration of the institution, and its endowment, be turned over to them, and that their orders be followed. The students camp in sleeping bags in the key building on the campus; and what they do there has been described often enough

— and most recently in the case of Columbia — in our press. They break windows, they throw ink, they destroy files, they smash furniture, they scrawl obscenities on the walls, they desecrate the floor, and their watchword is destruction. At Columbia the notes which a professor of considerable standing had been collecting for ten years in preparation for a book were stolen and destroyed.

After fruitless attempts at negotiation, the police are called to expel them. Of course when you have to move some two hundred belligerent students who are screaming "pigs," you cannot do it by a slight push. A

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struggle follows, and a riot, accompanied by what the pilgrim monks call police brutality — which is to say the use of force upon their sacrosanct persons. It is the police who usually get seriously hurt; the students occasionally get scratched, or knocked unconscious and dragged out feet first. The next step is to call a student strike, to protest the calling in of the police. What the point of a student strike may be I never have been able to understand. It damages no one except the remaining students, actually the large majority who really want to get an education. Its purpose, however, is obvious; it is to make as much trouble as possible.

All this, of course, is simply the use of naked violence. There is a difference in degree between the forcible entry and occupation of a building, the destruction of a professor's treasured and priceless notes, and the assassination of a president, or a candidate; but there is no difference in kind.

The result is of course a major disaster to the university. For some years to come no self-respecting parent will send a decent boy or girl to such an institution; nor will donors give it money. The University of California at Berkeley, and Columbia, have been great universities; and for the present, I think, they still are. But they will never be the same again. The exodus from Berkeley of faculty of standing is counted in dozens since all this began in 1963. It is under way at the present time. The difficulty of finding anyone to replace them is a

major problem; and unquestionably is due to increase. In both institutions there have been only the initial rounds; the pilgrim monks are still there, and new difficulties will flare up during the coming fall. All of this is in the sacred name of freedom, of liberty, of self-expression, and a juvenile voice in the world. But what the whole picture recalls to mind is the helpless words of Louis XVI long since: "But this is a revolt." And the reply: "Nay, sire, it is a revolution." Go upon the campus, listen, and look for the Jacobins — look for Marat, for Robespierre, for St. Just and the rest. They are there.

If you think I am exaggerating, look at Germany, where the students have made a shambles of their country, or at France, where they almost succeeded in bringing down the government of the most well-entrenched dictator in Europe. No secret has been made of the ultimate objective in the conventions of the national organizations of pilgrim monks which plans these uprisings, or in the deluge of talk which accompanies them.

Why, one may ask, do they pick the universities to invade? It is because they are so helplessly vulnerable. Professors are simply not capable of handling an insurrection. They are men of peace, and not of violence. What they want is to do their work and be left alone. There is in them an ingrained sense of fair play which considers that the students may have some kind of a case and their natural disposition is to give in to even a small minority, in the interest of peace

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and quiet. Their natural disposition is to make concessions, to retreat, to try out what the students demands — which, in fact, only provokes further demands, as the concessions of that weak, ill-fated Louis at last led to the loss of his head. An American university is an open field for trouble, and for anyone who wants to organize it.

Sooner or later, I think, it is inevitable that all this will move into the Canadian universities. There have been a few premonitory indications of that in the west, and no secret has made of the intention, in the meetings of the American student organization. I do not know when it will come; but I can, unhappily mar the pleasure of this otherwise serene occasion by predicting that it will come.

Behind all this there lies a spectre which greatly troubles my mind. I look back, as do all of us who are old enough to do so, to another country, with a feeble but quite decent government, in which there was a long record of violence on the part of the left, which ultimately provoked angry counter-action from the other side. There were several years of it, until finally the decent people of the land

became entirely fed up with chaos. They were at last induced to put their trust in a rabble-rousing little pipsqueak with a Charlie Chaplin moustache, whose great cry was that he would restore law and order — which he did. What followed then was worse, far worse, than what had gone before.

I am not so much troubled by these noisy student rebels, although they are little short of a catastrophe for the universities they are disrupting. They will not win; one good look at the pilgrim monks on any campus is enough to guarantee that. But what comes after? The American Hitler is not yet in sight, although I think that Mr. George Wallace has all of the inclinations, and some of the qualifications. I am sure, however, that he is coming. And of him I am deeply afraid. In the meantime, what are we to do? And in particular, what do we do in the universities?

It seems clear enough that these people do not belong in an institution devoted to learning, to discussion, to reason, and to fair play. They do not want these things; they want obedience, and they want it now. Let us

---

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go back to St. Benedict. "Not only ought he not to be joined to the body of the monastery, but also it shall be said to him, honestly, that he must depart. If he does not go, let two stout monks, in the name of God, explain the matter to him."

Is it not time to think about organizing some distinct counter-movement on the campus to keep all this under control? Where are the stu-

dents who want an education, when the pilgrim monks move in? Where are those whose right to a peaceful and uncontrolled university is being trampled in the mud? Where are the silent majority of the faculty, who do not want to follow St. Just? Must we wait for the Little Corporal, with the whiff of grapeshot?

Should not plans and preparations be made in advance for what we know is coming? Should it not be made clear to all of the pilgrims who enter the campus, that any attempt to gain a political end by the use of force within our walls must result in immediate expulsion of all those who take part in it, without regard to any justice of the protest, or of the cause; and that discussion will follow only with those *bona fide* students are willing to engage in it peaceably, and only after the discontinuance of any and all attempts to carry objectives, however noble, by force?

I am aware that to many of you I must sound like the voice of Barry Goldwater or Ronald Reagan. Let me assure you that I did not vote for either. I am a man of peace, and I have never cracked a head. But I have looked on at the fight; and at least would like to head it off before it begins.



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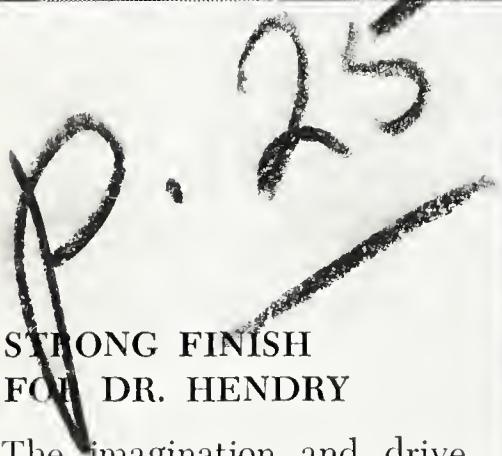
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The imagination and drive of Dr. Charles E. Hendry show no signs of abating as he prepares to retire from his post as Director of the School of Social Work in June. Organizing this month's Round Table on Social Aspects of Science Policy was only one item on his 1968-69 calendar. This meeting will help to get the University's new interdisciplinary Centre for Research in the Social and Health Services off to a good start. And Dr. Hendry will then move on to new challenges.

